



WATFORD FIELD SCHOOL
Infant & Nursery

Welcome to Parents

Reception Topic Meeting
Autumn 2025



Meet the Team

Robin Class



Mrs Griffiths
(Mon, Weds, Thurs, Fri)
Robin Class Teachers



Mrs Malik
(Tues)



Mrs Jivram
Teaching
Assistant



Miss Connell
Learning Support
Assistant

Owl Class



Mrs Badea
Owl Class Teacher
(Mon, Tues, Weds)



Mrs Graham
Owl Class Teacher
(Weds, Thurs, Fri)



Mrs Flynn
Teaching
Assistant



Miss Mundy
Learning Support
Assistant

Early Year Curriculum

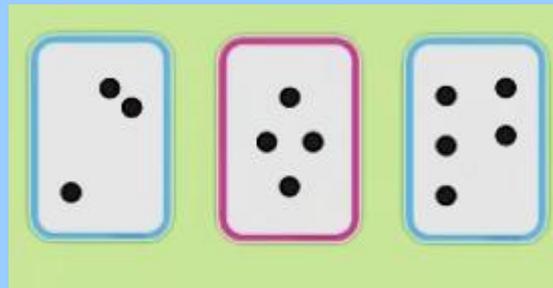
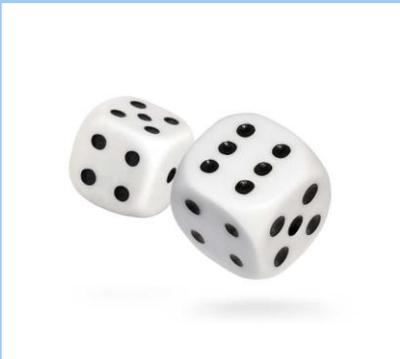
- Some changes have been made to the Early Years Curriculum from September 2021.

For Example:

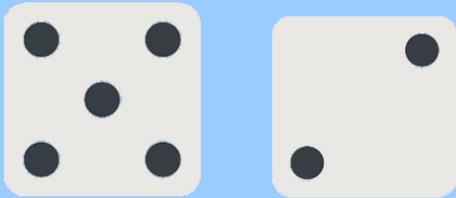
- A reduction in adults constantly creating observations will help to develop **more natural play, conversations, interaction and teaching opportunities** between adults and children.
- Greater emphasis on developing **communication and language skills** by developing vocabulary, deepening of conversations between adults and peer.
- Greater focus on **reading, listening and acting out stories** develop children's imagination, ideas and language as well as comparisons between cultures or the past.
- A focus on encouraging healthy choices like food, exercise, sleep routines and an understanding of **oral health and how to brush they teeth.**

Mathematics

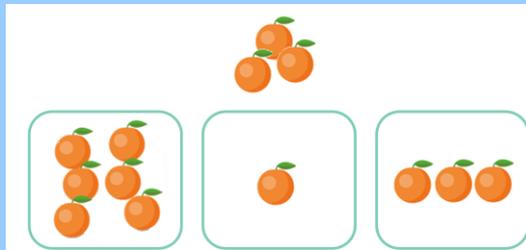
- The maths curriculum has seen many changes and these bring it more in line with the teaching of maths in Key Stage One.
- We now follow the Hertfordshire Essential Maths scheme
- One of the key words that you will notice we use is **subitising**.



The importance of manipulating smaller numbers



Concept	Same and different, more and less/fewer
Key questions	Do the dice show the same or different amounts? Which one is more? Which one is fewer? (use less if unfamiliar with fewer)
Other things to observe	Can subitise the amounts Needs to count the dots If counts, counts accurately



Concept	Conservation
Key questions	Look at the group of oranges at the top. Which of the boxes shows the same number of oranges?
Other things to observe	Can subitise the amounts See the set with the same amount without counting Needs to count the oranges If counts, counts accurately

What is one more than five?

Count on from 5 .

Count back from... .

Concept	One more, one fewer, counting on and counting back
Key questions	Count on from 5. (stop them at about 20) Count back from 9. (stop them at 0) Instant recall Uses fingers to count all from one or from the given number
Other things to observe	Counts on confidently Makes errors – are these when crossing boundaries Do they use anything to track the count e.g. their fingers

New Reception Baseline (RBA)

- This assessment is carried out at the beginning of the Reception year
- Along with our own personal assessments, these help us identify children's next steps in learning.

Early Learning Goals (EYFSP)

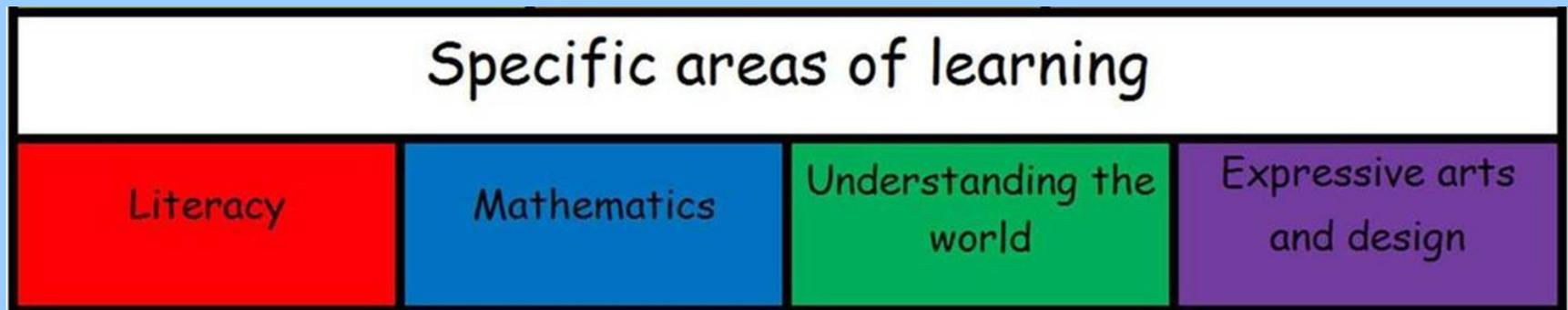
- At the end of the Reception year, there are **17 Early Learning Goals** that children are expected to achieve.

What will my child be learning?

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.



These prime areas are those most essential for future learning and will help children to develop skills in 4 specific areas:



How does my child learn?

The Characteristics of Effective Learning underpins the ways in which your child learns. When observing your child we focus on the process and skills of their learning over their outcome.



- **playing and exploring** – children investigate and experience things, and ‘have a go’.
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.





Child Initiated Learning

Learning through play provides opportunities for children to develop positive dispositions towards learning through:

- Finding an interest
- Exploring and being willing to try things out
- Problem solving- creating problems and finding a solution
- Being engaged and involved; persevering with a task even when it is a challenge
- Knowing how and when to seek help
- Making choices and decisions
- Playing and working collaboratively with peers
- Taking risks
- Being resilient – finding alternative strategies if things don't go as planned
- Understanding the perspectives and emotions of others
- Reinforcing skills taught in adult directed sessions

Learning Journals



- We regularly complete observations of your child's learning
- We have starting doing this on an application called Tapestry.
- We use these to plan further activities and skills for your child to develop.
- These, along with a Learning Journal folder of your child's work, is a lovely showcase of their development and achievements.
- We will share these with you during the year with more information to follow on how we will do so



Daily Routine

- Doors open from 8.40- 8.45
- Key group Busy Fingers and Register
- Phonics
- Snack time- literacy/story
- Child Initiated Learning (indoors/outdoors)
- Tidy up
- **Lunchtime**
- Wake and Shake/Go Noodle/Dough Disco
- Whole class input – Maths or Topic
- Maths or Topic adult led group activity
- Child Initiated Learning (indoors and outdoors)
- Tidy up
- Story / singing/ assembly
- Home time



Attendance is monitored- please phone in

Busy Fingers and Fine Motor Development

- Daily 'Busy Fingers'- variety of activities, developing finger dexterity- tweezers, threading, cutting, squeezing, stretching bands.



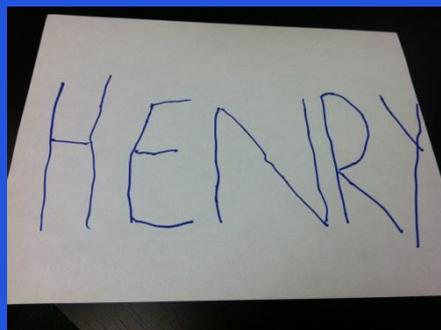
- Fine motor activities helps to develops strength and movement in the elbows, wrists, hands and fingers . Which all help with pencil grip, control and letter formation.

- Holding a pencil



- Name writing

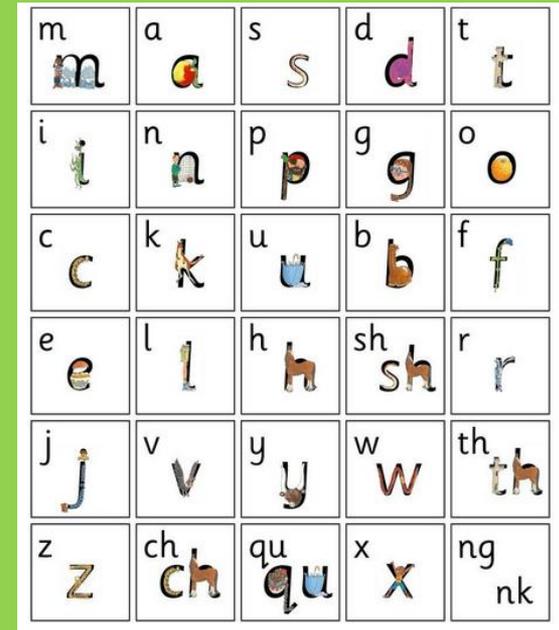
Please only use a capital letter at
The beginning of your child's name.



Henry



Phonics



- We use Read Write Inc. phonics programme in school.
- Children learn the sounds that letters and groups of letters make (phonemes)
- This link is very useful

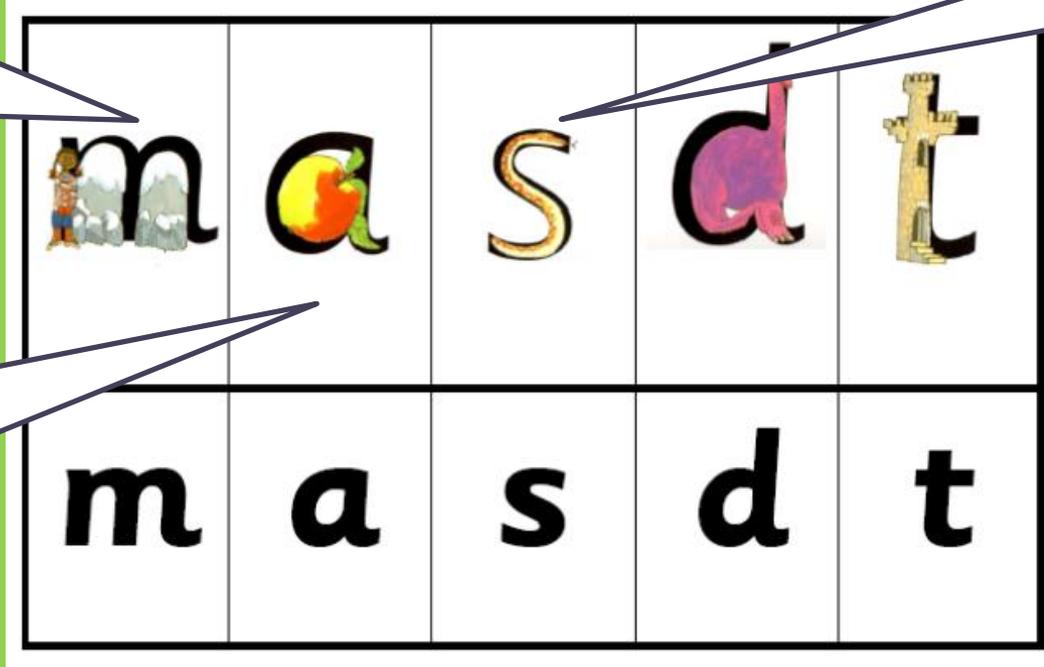
<https://www.ruthmiskin.com/en/find-out-more/parents>



To help us to remember the letters and write them.

Maisie
mountain,
mountain

Slither
down the
snake



Around
the apple
and down
the leaf

Rhymes to help children form the lower case letters.

Oral blending and segmenting

Fred talk

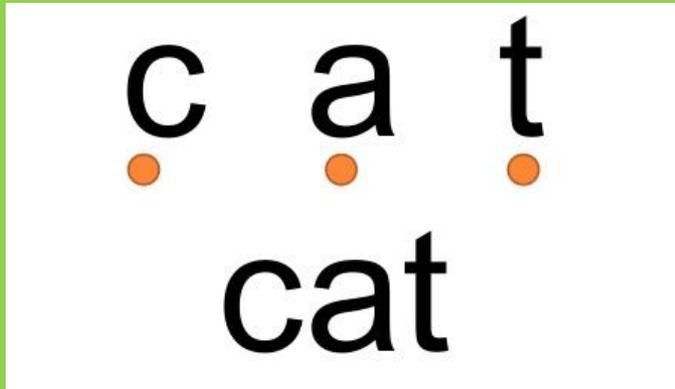
Fred says c-a-t and children blend together.



Fred fingers

Children help Fred to segment/spell the word cat.

- We learn how to blend the sounds to read...



- ...and segment the sounds to spell

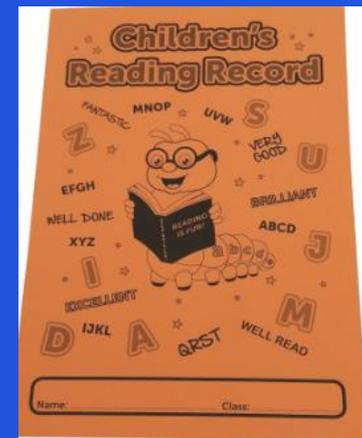
Sharing from home

- We ask parents to contribute to their child's learning through our **special moments**. Please use these and send in photographs of your child experiencing new things or doing something for the very first time.
- You can also find **home learning tasks** on the school newsletter that reinforce the learning your child has had at school.
- We will soon be sending a **home reading book**, with a reading record for you to sign. The book will help them practise what they have learnt in phonics.

Please record in the book when your child has read with you so that we know to change it.

Special Moments from home

Name: _____ Date: _____



How can I support my child at home?



Communicate and talk with your child



Enjoy physical activities together



Have fun with maths



Help them to be good readers and writers



Support your child to do things by themselves



Encourage your child to talk and play with others

Behaviour

School aims:

- To be a fair and happy place to learn.
- Be kind by listening, sharing and caring for each other.

Adults:

- Model
- Have high expectations
- Lots of praise for positive behaviour

Our children are very young and still learning. Part of our role in school is to teach children to negotiate friendships and potential conflicts in a busy classroom.

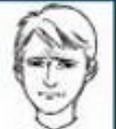


ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Blue Zone

I am running slow.

			
Sad	Tired	Bored	Sick

I can try these tools:

			
Take a break	Talk to an adult	Ask for a hug	Listen to music

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Reminders

- All items brought into school to be **named**.
- Please bring to school:



- Reading book and record in school every day
- Wear P.E kits on **Tuesday** and **Friday**
- Book bag
- Water bottles
- Waterproof coats, hats, gloves
- Wellies



- Please download the Arbor app- for booking school dinners and parents evenings
- Please only leave a lunch option blank if your child is having a packed lunch

Thank you for joining our presentation, any further questions please ask a member of the Early Years team or e-mail the school admin address and we will reply to you.
admin@fieldinfants.herts.sch.uk

