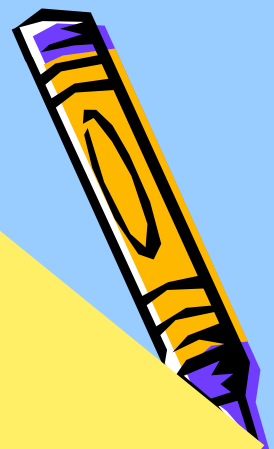
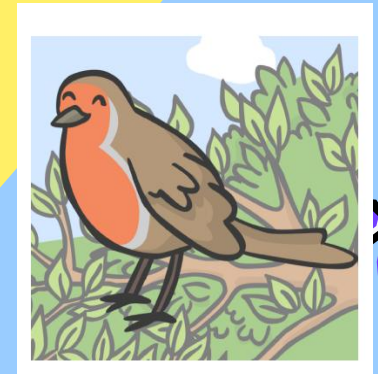




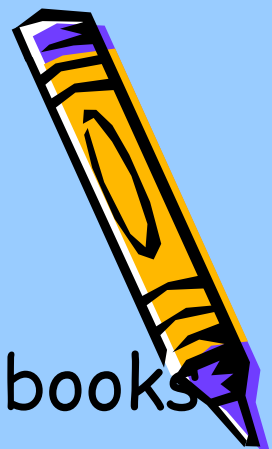
WATFORD FIELD SCHOOL
Infant & Nursery

WELCOME TO PARENTS

**RECEPTION TOPIC MEETING
SUMMER 2026**



Updates



Book changing-

Children are now changing their own reading books

Library-

Books are changed on a Wednesday for Robins and Tuesday for Owls

Reports-

At the end of this term

Early Learning Goals

A summative assessment at the end of Reception



Early Learning Goals



- A summative assessment judgement the end of the Reception
- 7 areas of learning and development within the statutory Early Years Foundation Stage framework, divided into 17 early learning goals (ELGs).

Communication and Language		Personal, Social and Emotional			Physical	
Listening, Attention and Understanding	Speaking	Self-regulation	Managing self	Building relationships	Gross motor	Fine motor

Maths		Literacy		
Number	Numerical Patterns	Comprehension	Word Reading	Writing

Understanding the world			Expressive Art and Design	
Past and Present	People, culture and communities	Natural world	Creating with materials	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.

Topic- Our Garden

- 'The Enormous Turnip' story focus
- Making and tasting turnip soup

Science

- Comparing changing seasons
- Planting- cress, herbs, sunflowers
- Parts of a plant
- Observations of caterpillar/butterfly life cycle
- Minibeasts- spiders, slugs, snails
- Creating bug houses

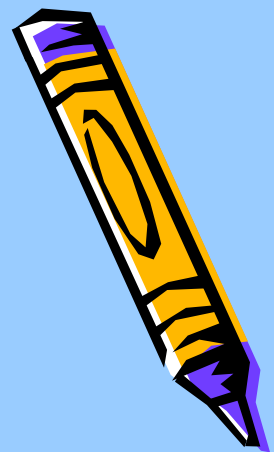
History

- Lifecycles- language of growth and change

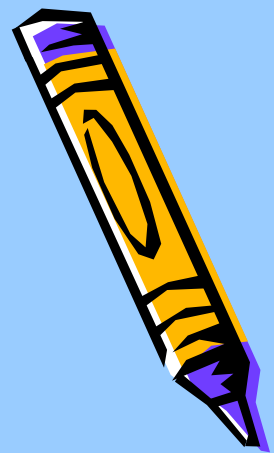
Art

- Paul Cezanne- observational drawings/
art of fruit and vegetables

Henri Matisse- 'The Snail'



Topic- All Creatures Great and Small



Science and Geography

- Animal habitats
- Comparing animal features
- Animal facts
- Farm animals- school trip
- Following a farm map



History

- Change in farming methods

Art and DT

- Henri Rousseau- 'Tiger in a Tropical Storm'
- Textured collages
- Animal models/farm construction



School Trip- Aldenham Country Park and Farm



- Friday 12th June
- Farm animals and Winnie the Pooh walk
- Volunteers please
- Wear school uniform- comfy shoes
- Packed lunch- disposable bags
- Weather- sun cream, sunhat/raincoat



Literacy- Reading

Comprehension

- Retell stories using their own words and new vocab.
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories/rhymes/poems/play

Word Reading

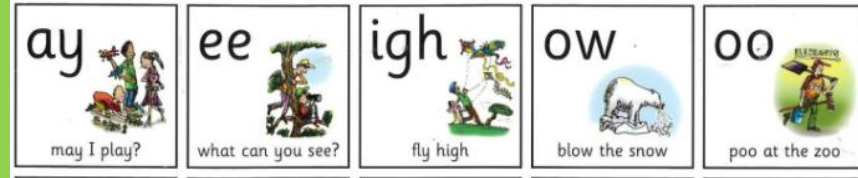
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge

Literacy- 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.

Supporting writing at home

- Help to 'sound out' words, saying them slowly
- Help your child to recognise 'special friends' they hear



- If a word is a red 'tricky' word, teach your child to recognise and spell it. Point out the sound that is being naughty. Eg. 'my'
- Support practise of the 'hold a sentence' process:
 - repeat the sentence verbally
 - counting each word on their fingers to track the number of words.
 - Write and check they have all the words

Reading at home

Reading books have been sent home since Autumn Term. These books match the sounds that the children are learning in their phonics sessions and focus on two and three letter words and sometimes longer words. Children can read these independently by sounding out and blending each word.

This means that your child should

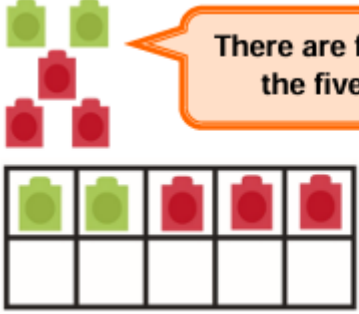
- Practise all the sounds and tricky words in their phonics book

The Aim is to read many of the words by silent blending (in their head) - their reading will be automatic.

Mathematics

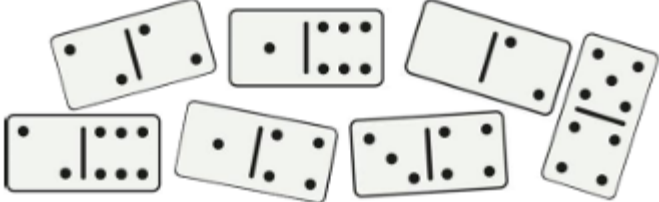
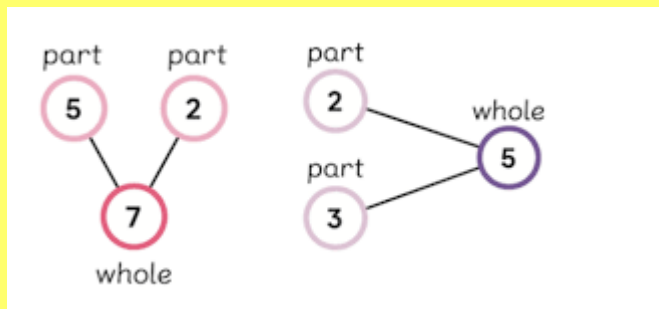
Regrouping parts to find total

- Combining parts to make a whole
- Using the part, whole model to develop an understanding of addition



There are five. Look I can make the five that is on a dice.

I have put them in a tens frame. I can see the top row is full so there are five in total.



That one has four - two and two make four. That is less than seven.

1,2,3 4,5,6,7. Three and four is seven.

Six and one more is seven. The same!

I see five and four. 1,2,3,4,5,6,7, 8,9. That one is more than seven.

Finding the whole and missing parts

- Exploring what to do when something is missing in a part, whole model; making links to subtraction and finding the difference
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to can you find the answer?

Whole

Part

Part

A part of the whole is hidden. Which of these groups of acorns could be the missing part?

It can't be the green group it's too big.

That's right. It can't be the green group because there are more in that group than are in the whole.

It can't be one acorn. That would make four.

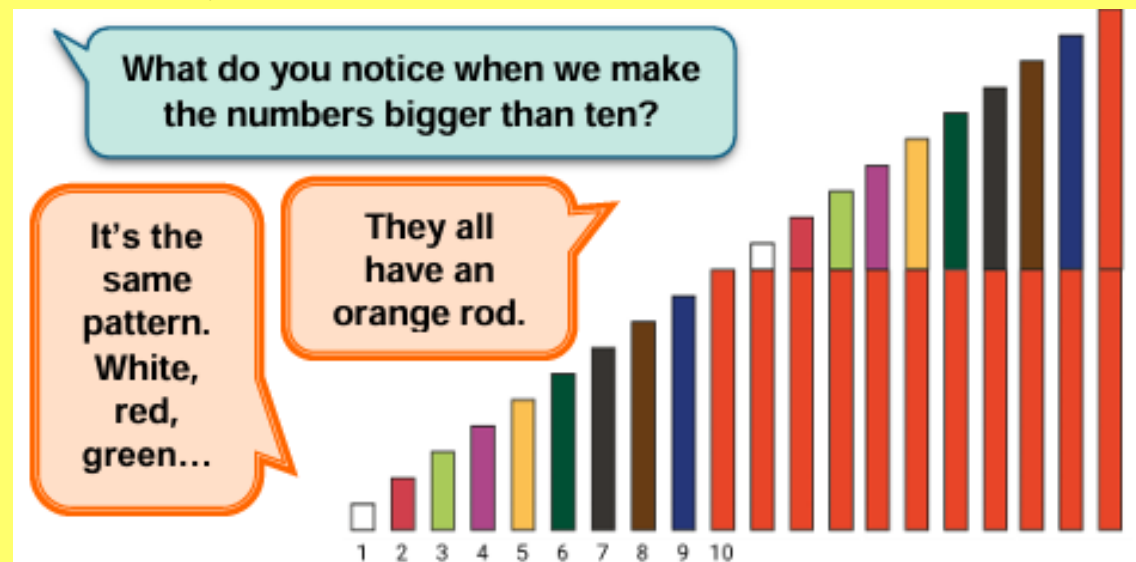
Are you saying that the part can't be one because you know the whole would then be four?

I think it is the red group of four. It looks about right.

You think four is the missing part because three and four look like they might make the whole; seven.

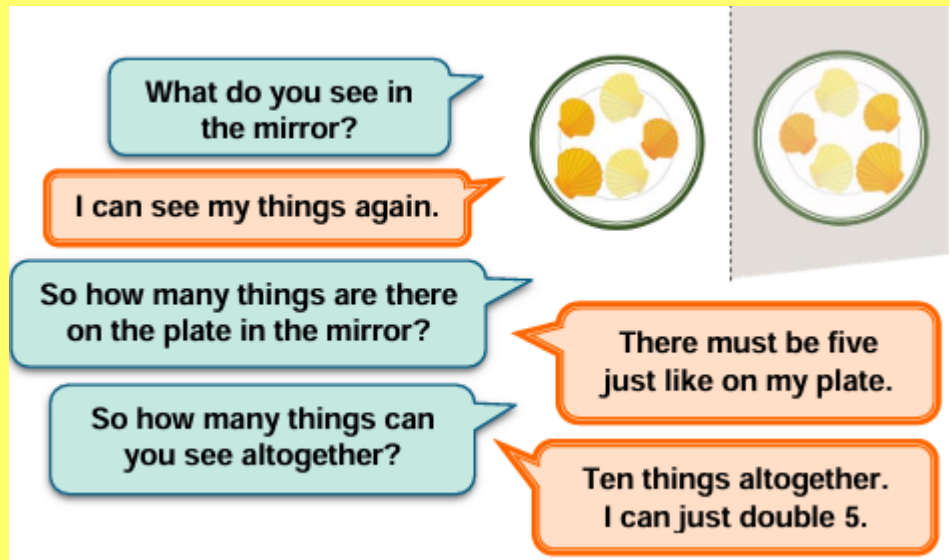
Ten and some more

- Counting confidently to 20, focusing on the numbers 10 - 20, and finding one more and one less than a number
- Counting reliably with numbers from one to 20.
- Say the number that is one more or one less than a given number.



Doubling and halving

- Exploring doubling and halving, including solving problems
- involving doubling and halving
- Doubling problem solving- 'How many legs?' story link
- How many legs would there be if there was another (animal)?
- Halving fruit- How would we cut this so we have an equal piece each? How many ___ would you have if we had half each?
- Animal tea party-Can you share the food amongst the animals?



What do you see in the mirror?

I can see my things again.

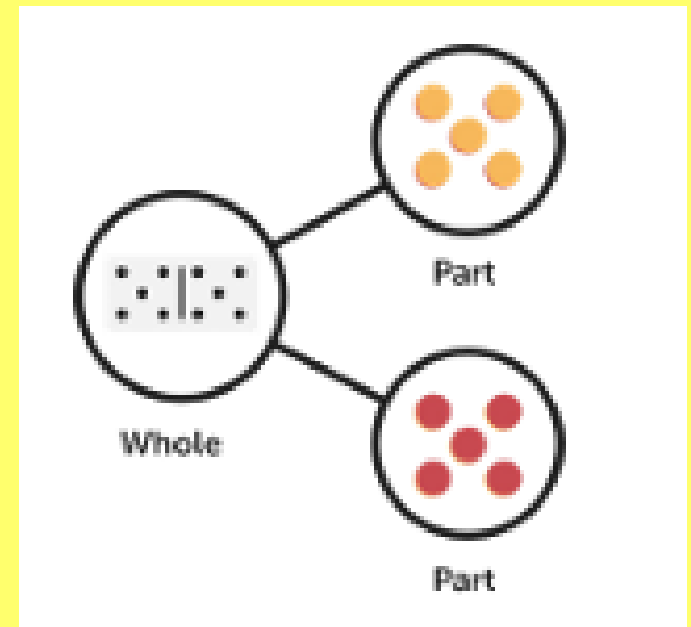
So how many things are there on the plate in the mirror?

So how many things can you see altogether?

There must be five just like on my plate.

Ten things altogether. I can just double 5.

The diagram shows a plate with five pieces of fruit (two yellow, two orange, one red) on the left. A dashed vertical line represents a mirror. On the right, the reflection of the plate is shown, containing five identical pieces of fruit. The total number of pieces is ten.



Odd and even

- Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups
- The pattern of odd and even

How did you sort the pieces?

Which group represents the odd numbers?

Some have a sticking up part and some don't.

The shapes with one sticking up on top.

3, 4, 5, 6

One, two, three, four, five, six, seven, eight . . .

What do you notice about the odd and even numbers?

Well done. We call that an alternating pattern when you repeat one and then the other over and over again. What do you think you will see if I move the frame further up the line?

Odd, even, odd, even

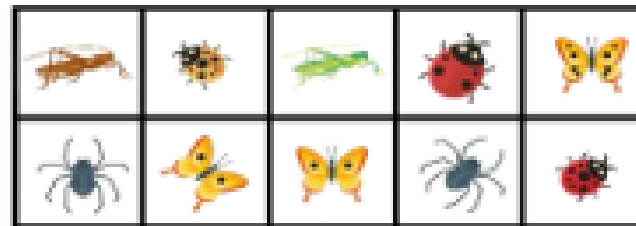
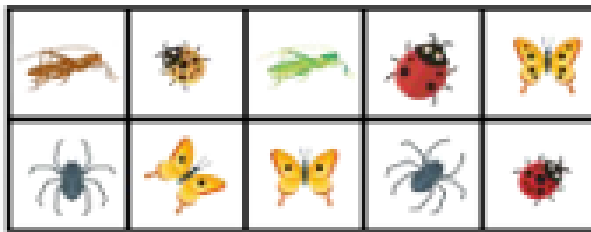
They make a pattern like one, two, one, two.

Maybe the pattern will change.

I think it will still be the same pattern.

Counting beyond twenty.

- Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers
- Encourage children to count in tens.
- Encourage the children to counting in twos, fives and tens.



There are two tens
and four more.

There are twenty-
four mini-beasts.

24

Attendance

Regular attendance is the single biggest factor in academic achievement

- Schedule medical/dental appointments outside school hours.
- Create consistent morning and bedtime routines.
- Show interest in your child's school day to encourage attendance.
- Contact the school immediately to report absences
- Let class teacher's know if you need support

Pupil Premium

- Please check if you are eligible.

How can I support my child at home?

- **Reading** regularly. It really does make a difference!- please sign reading record
- Home learning challenges- found on the newsletter
- Exploring topics- research online, non-fiction books, stories linked to topic
- **Phonics and maths**- working on individual targets outlined to you at parents evening.
- Exploring our topics through books, websites, going out into nature

Reminders

- Please choose lunches on Arbor every day.
- Should all be able to view your child's observations on Tapestry app
- Library books in bags on library day
- Reading books in bag every day
- Label all items of clothes

