EYFS 2026

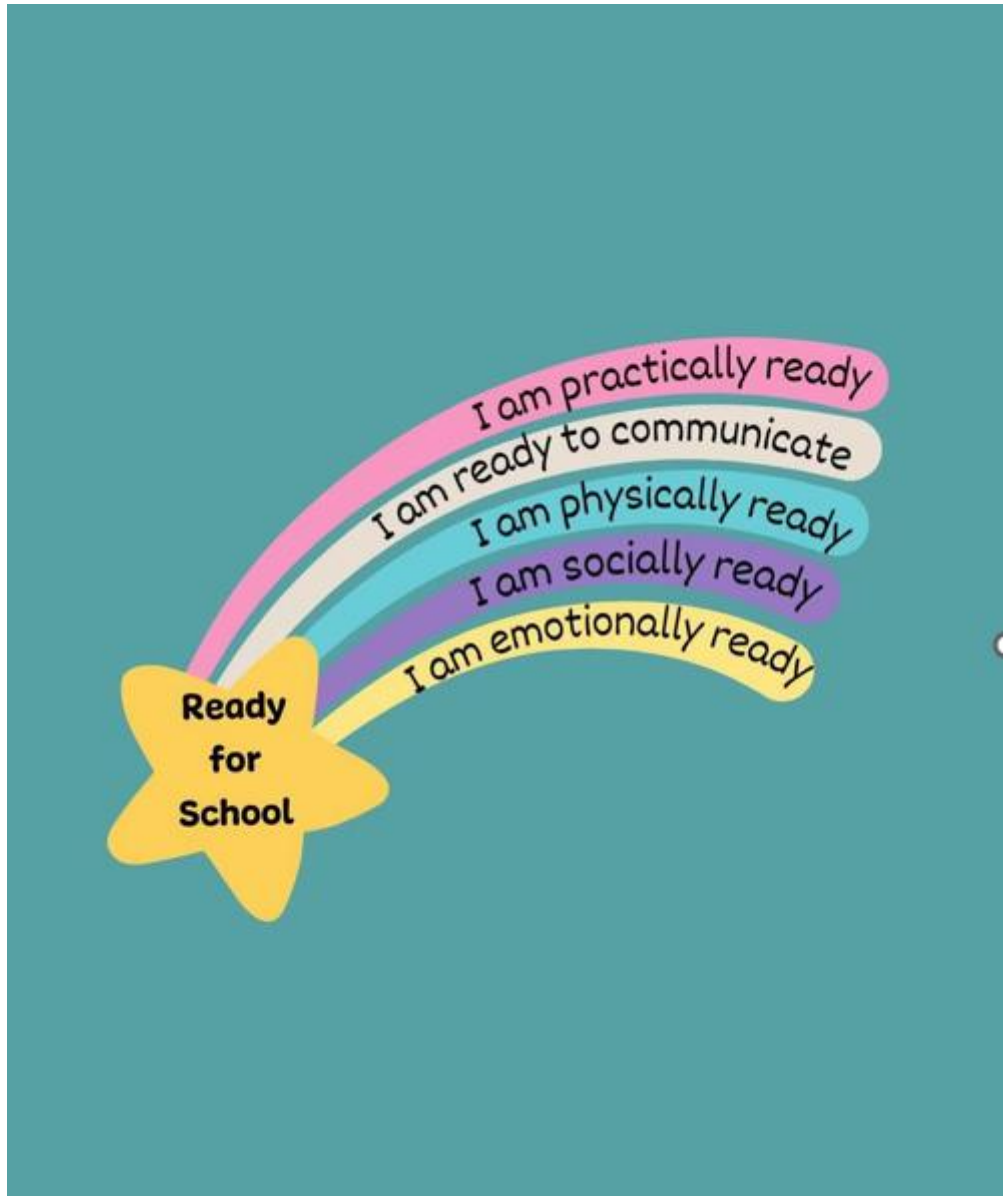
Please help yourself to tea/coffee, biscuits

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Attendance

- Best thing about our school is the children!
- In school, on time, every day
- Sniffle – get them in – contact the office if unsure
- **Getting used to the routine** from the off is so important – making a successful start to school life, friendship groups, learning
- In school, on time, every day

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I am practically ready
I am ready to communicate
I am physically ready
I am socially ready
I am emotionally ready
Ready
for
School



- I am confident being away from my mummy, daddy or main carer
- I am able to identify how I feel and share it with others
- I am willing to have a go at new activities
- I keep trying when I find things difficult
- I know who to ask for help if I'm unsure



- I am able to share with others
- I am able to take turns
- I am good at making friends with others
- I enjoy interacting and playing with others



- I am able to use the toilet independently
- I can wash my hands
- I can get dressed and undressed
- I can move around confidently (walk, run, jump)
- I have good muscle control in my arms, hands and fingers
- I have good balance
- I am confident within climbing, jumping, and running



- I am able to sit and listen for a short while
- I can follow instructions
- I am understood when I talk
- I am able to talk about myself, my thoughts and feelings
- I enjoy interacting with others
- I enjoy sharing stories



- I can open my packed lunch box and eat independently
- I can use a knife and fork
- I can sit at a table when I eat
- I have practised getting my uniform on and being ready to leave on time
- I have a good bedtime routine so I get enough sleep
- I am making sure I have breakfast before I leave for school



- I can recognise my own name
- I am aware of numbers and counting
- I join in with counting, number songs and number play
- I experiment with emptying and filling sand/water containers
- I can recognise some numbers (up to 5)

FUN IDEA #1

Teddy bears' picnic time!

Have a picnic in the garden, at the park or even on the living room floor.

Let your child practise:

- Eating with a fork and spoon
- Drinking from an open cup
- Opening their lunchbox
- Trying new foods

MAKE IT FUN

- invite teddy to join in
- cut fruit into fun shapes
- have a "crunchiest carrot" competition

Remember: Spills and mess are part of learning!



Why this helps

In Reception, children need to be able to eat their snacks and lunch independently. Practising now helps your child feel confident and less worried at mealtimes. Trying new foods can also make school lunches easier.

FUN IDEA #2

Create a calm corner

Make a cosy, screen-free space with:

- Cushions
- Blankets
- Books
- Colouring or puzzles

Spend a few quiet minutes together each day:

- read stories
- talk about stories
- ask questions

"What do you think happens next?"

"How is the character feeling?"



Why this helps

Children need to listen, focus and manage busy days in Reception. Quiet time helps children learn how to pay attention and enjoy books and stories.

FUN IDEA #3

Obstacle course adventure

Use cushions, chairs and blankets to make a simple obstacle course at home, in the garden or park.



WHY NOT TRY

- jumping
- crawling
- throwing and catching a ball
- balancing
- climbing

Why this helps

Moving their bodies helps children build balance, coordination and strength of school activities like PE, climbing and sitting comfortably at a table.

FUN IDEA #4

Listening ears



Play simple listening games:

- **Simon Says**
  Players must only follow the command when the instructor says "Simon Says" e.g. Simon Says ... put your hands on your head.
- **Musical Statues**
  Play music while everyone dances, and when the music stops, everyone must freeze like a statue—anyone who moves is out.
- **Copy my clap**
  Player one claps a short rhythm and the other players listen carefully and then try to repeat the exact same clap pattern. Take it in turns to be the leader.
- **Follow the leader**
  Sit facing your partner and take it turns to create simple patterns of claps for the other person to repeat.

Why this helps

Children need to listen to instructions and pay attention for short periods at school.

FUN IDEA #5

Dressing practice



Give your child time to practise:

- Putting on shoes
- Doing zips
- Pulling up trousers
- Putting on coats

Why this helps

Teachers cannot dress every child at once. Being able to manage coats, shoes and clothes helps children feel confident and ready for outdoor play, PE and toileting.

FUN IDEA #6

Spot their name

Help your child recognise their own name by trying:

- Writing it on a picture they have drawn
- Making a name treasure hunt
- Building it with magnets or blocks
- Spotting letters from their name on signs and food packets



Hide their name around the house and see how many they can find!

Why this helps

Children see their name everywhere at school — on trays, pegs and books. Recognising their name helps them settle in and feel like they belong.

FUN IDEA #7

Talk, play and explore

Talk together during everyday moments:

- On walks
- At bath time
- While shopping
- During play

CHAT ABOUT

- colours and numbers
- feelings
- shapes and sounds
- what happened during the day



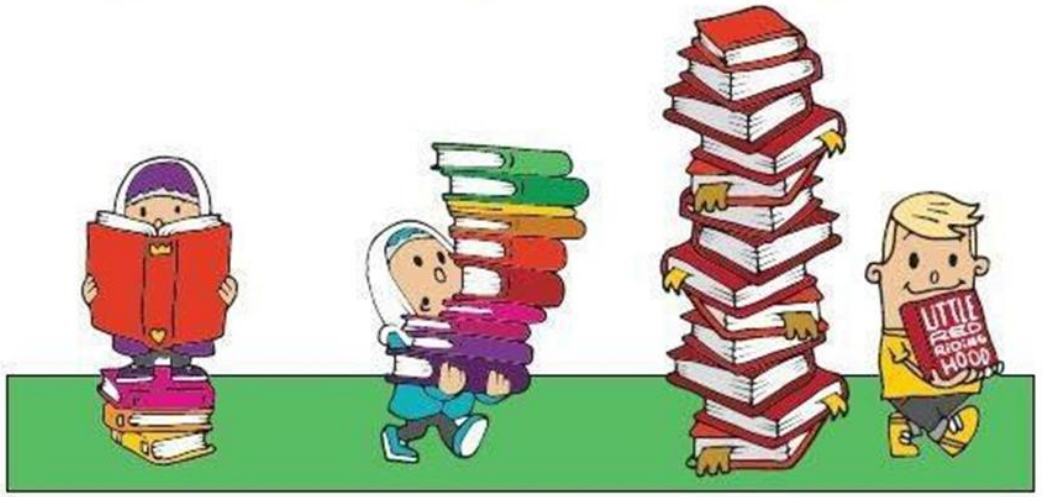
Why this helps

Talking builds vocabulary, confidence and listening skills. Children who can share their needs, join conversations and talk about feelings often find it easier to make friends and learn in class.

Reading

Every Minute Counts

Child 'A' reads 1 minute each day	Child 'B' reads 5 minutes each day	Child 'C' reads 20 minutes each day
180 minutes in a school year	**900 minutes in a school year**	**3,600 minutes in a school year**
8,000 words	**282,000 words**	**1,800,000 words**



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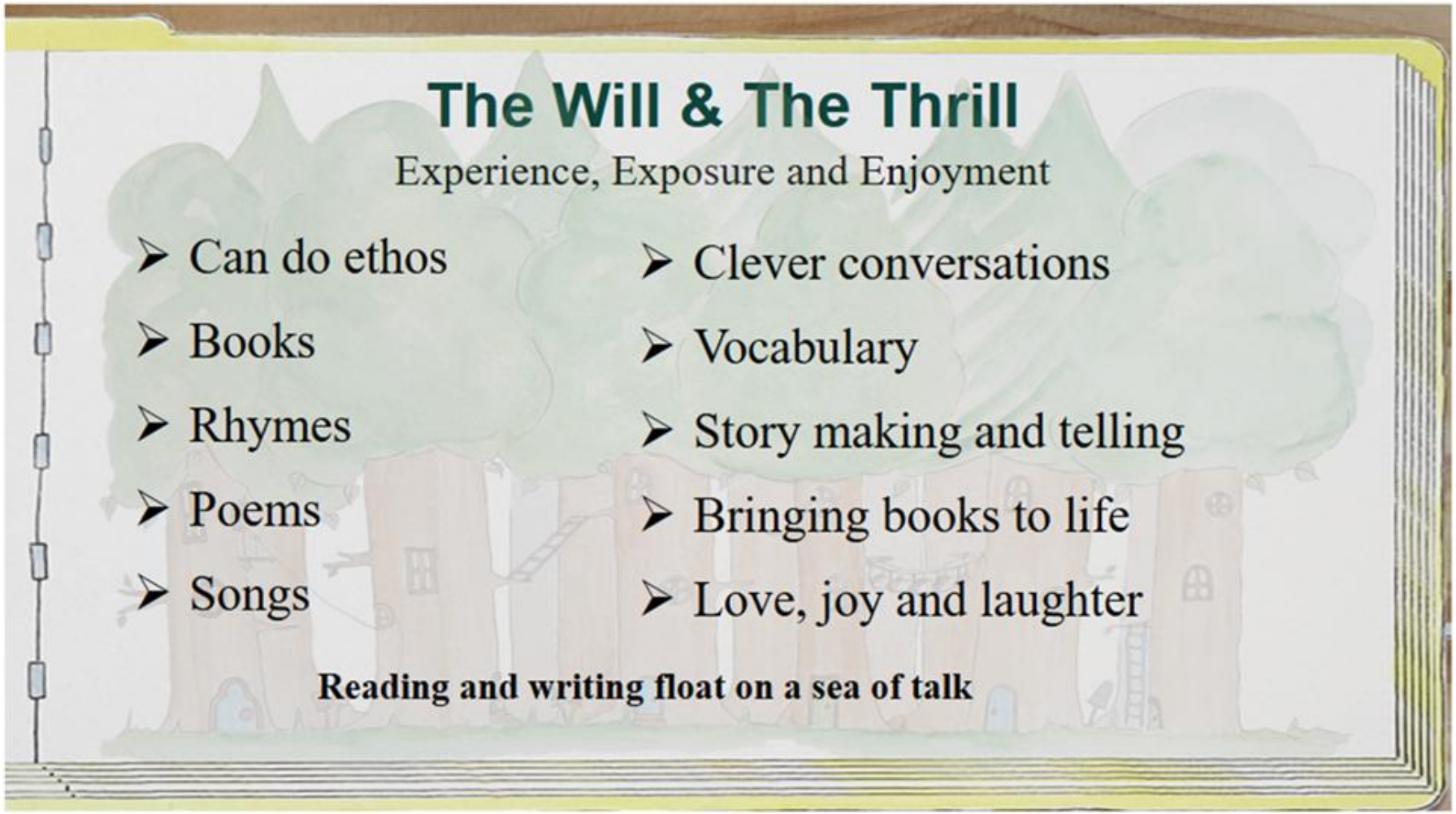
Nursery Rhymes

Why Are Nursery Rhymes Important in Early Childhood?

Nursery Rhymes are incredibly beneficial during early childhood. Nursery rhymes often use **gestures and actions**, meaning you match the words in the rhyme to non-verbal communication. This is incredibly helpful in helping children understand and learn the meaning of the words you are using. Nursery rhymes are also a **repetitive form of play**, meaning that children can often anticipate what happens next, which is very beneficial for language development. They also support developing a child's phonological awareness skills; the rhymes and repetition support their understanding of how words and sounds are related. **Phonological awareness** provides a sturdy foundation for children's literacy skills. They also support your child's interaction or non-verbal communication skills. When singing Nursery rhymes, we are animated and model facial expressions, tone of voice, gestures, and body language. This supports children's interaction skills and often helps them pay attention to you and your words!

Supersonic Phonics

- we want our children to be **inspired by Phonics provision** which is **meaningful, memorable and motivating**
- **daily quality-first Phonics** teaching follows a **consistent** teaching sequence, which is based upon the review, teach, practice, apply and review approach
- our children to **'keep up' rather than 'catch up',** Phonics interventions are delivered to targeted children daily
- children are provided with a phonetically decodable home reading book which is linked to their Phonic phase, at the level most appropriate to each child to secure fluency and confidence in our early readers



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Firm Foundations Phase 1
Listening – no flashcards allowed



Firm Foundations in Phonics

	General Sound Discrimination	The Strands
Aspect 1	Environment Sounds	Tuning into sounds (auditory discrimination)
Aspect 2	Instrumental Sounds	Listening and remembering sounds (auditory memory and sequencing)
Aspect 3	Body Percussion	Talking about sounds (developing vocabulary and language comprehension).

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Rhyming

The sounds at the end of the word are the same

No flashcards allowed



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Alliteration

The beginning sound we can hear in a word

No flashcards allowed







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Oral Blending and Segmenting

All the sounds we can hear in a word

No flashcards allowed



sh-o-p



d-e-n



j-a-m

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A phoneme
A sound we can hear in a word



f-o-x

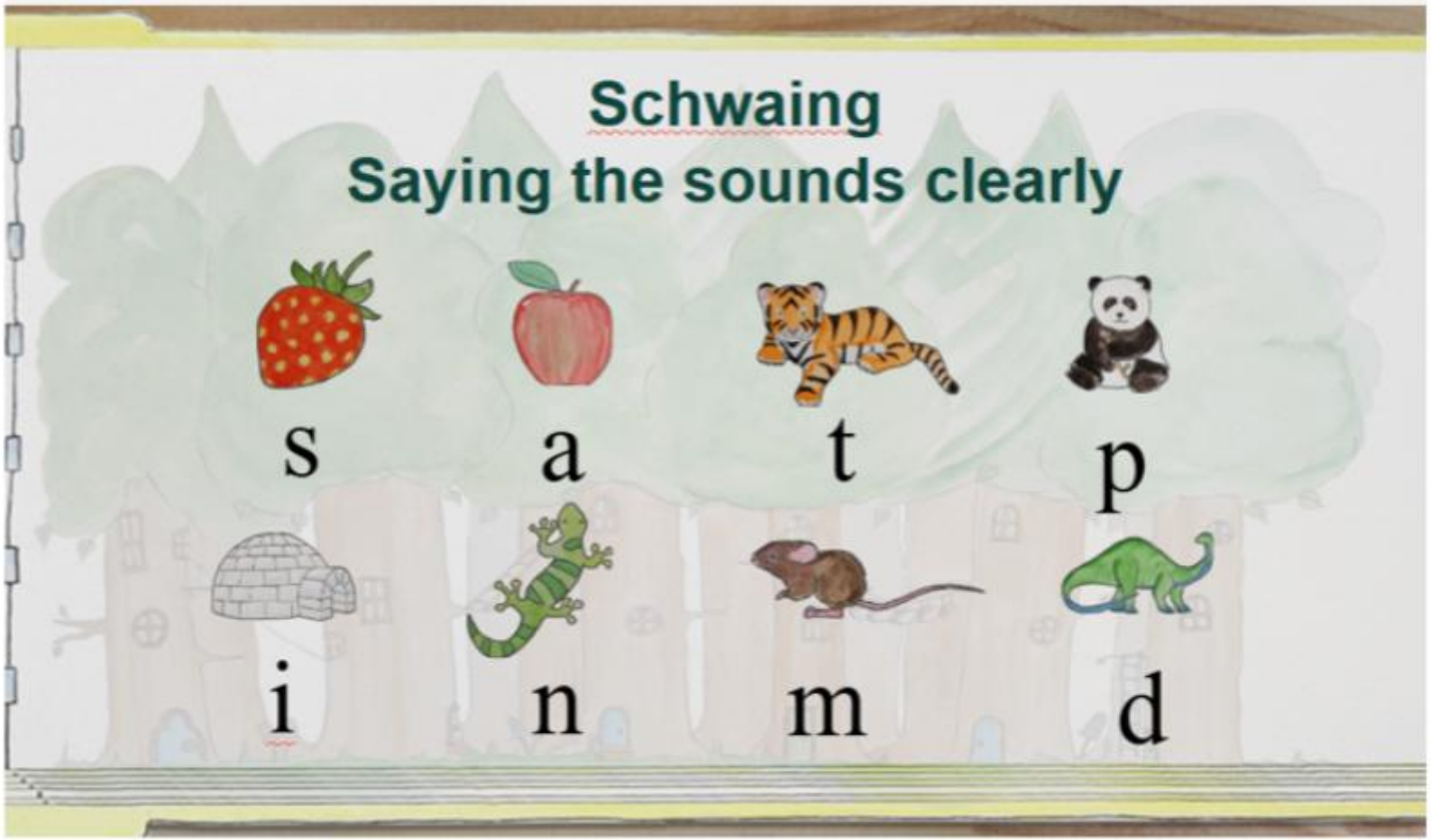


n-a-p



b-oa-t

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The School Day

Attendance is SO important!

8:45 – 8:55 – children come into school and complete their morning activity.

The closer to 845 they can be the better. It sets them up for a successful day at school!

Lunch @ 12pm

Pick up @ 3:15

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What we want you to know!

- Regular communication – Classroom Dojo, ask on the door, arrange a meeting if necessary
- Stay and Read from Autumn 2
- Half-termly stay and play
- Regular meetings and more information about what children are learning throughout the year
- We aim to build positive relationships with all so that children can flourish with us!

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September 2026

- **Wednesday 2nd September 2026**
- Group 1 9:00-11:15
- Group 2 13:00- 15:00

- **Thursday 3rd September**
- All children until 13:00

- **Friday 4th September – all day**

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Thank you so much for listening!

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