

EYFS Workshop



- **Reading**
- **Class Dojo**
- **Year 6 Buddies**
- **Celebration Worship**
- **Dates for the Diary**



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

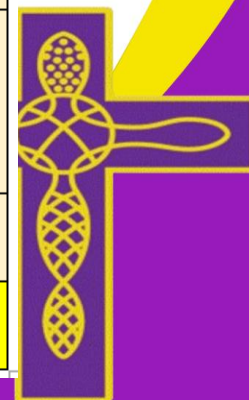
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

Timetable

School Times	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.00	Welcome and morning activities	Welcome and morning activities	Welcome and morning activities	Welcome and morning activities	Welcome and morning activities
8.55 – 9.00	Class Register	Class Register	Class Register	Class Register	8.55 – 9.00 Register
9.05 – 9.20	Phonics	Phonics	Phonics	Phonics	Celebration worship
9.20 – 9.25	Wake and shake	Wake and shake	Wake and shake	Wake and shake	Wake and shake
9.25 – 9.45	Key worker groups	Key worker groups	Key worker groups	Key worker groups	Phonics
9.45-10.30	Learn and play Class 1 out Class 2 in	Learn and play Class 1 out Class 2 in	Learn and play / PE Class 1 in Class 2 PE	Learn and play Class 1 out Class 2 in	Learn and play Class 1 out Class 2 in
10.30 – 11.15	Class 2 out Class 1 in	Class 2 out Class 1 in	Class 2 in Class 1 PE	Class 2 out Class 1 in	Class 2 out Class 1 in
11.15 - 11.30	English	English	English	English	English
11.30 – 11.45	Story and ready for lunch	Story and ready for lunch	Story and ready for lunch	Story and ready for lunch	Story and ready for lunch
12.00 – 12.55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.55 – 1.05	Class Register	Class Register	Class Register	Class Register	Class Register
1.05 – 1.25	Maths focus Input Wake and shake	Maths focus Input Wake and shake	Maths focus Input Wake and shake	Maths focus Input Wake and shake	Maths focus Input Wake and shake
1.25 – 2.00	Learn and play Class 2 out Class 1 in	Learn and play Class 2 out Class 1 in	Learn and play Class 2 out Class 1 in	Learn and play Class 2 out Class 1 in	Learn and play Class 2 out Class 1 in
2.00 – 2.10	Kinetic letters	Kinetic letters	Kinetic letters	Kinetic letters	Kinetic letters
2.10 – 2.40	Class 1 out Class 2 in	Class 1 out Class 2 in	Class 1 out Class 2 in	Class 1 out Class 2 in	Class 1 out Class 2 in
2.40 – 2.50	Tidy up	Tidy up	Tidy up	Tidy up	Tidy up
2.50 – 3.00	PSED focus	CL focus	UTW focus	RE focus	Story time
3.00 – 3.20	Story time and ready for home	Story time and ready for home	Story time and ready for home	Story time and ready for home	Story time and ready for home



Reading

- Reading packs will be changed every **Monday** and sent back home on **Tuesday**
- In your reading pack, you will get a:
 - **Reading Record Book**
 - reading book for the **children** to read (**Phonics**)
 - reading book for **you** to share with your child
 - a **Talkabout Card** and recording sheet



Children's Reading Book

Initially all reading books for the children will be a **wordless, pre-reading book**. The focus will be on speaking and listening and **telling** the story.

Day 1- look at the pictures with your children and talk about what they see.

Day 2- you tell the story using the pictures, modelling story language.

Day 3- your child retells the story, using the pictures.

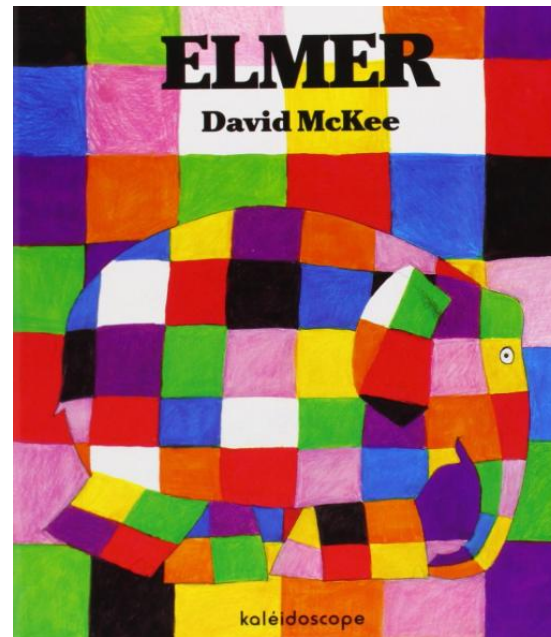
When we have **assessed** the children and are confident that they are able to read **independently**, we will begin sending **phonics books** home, matched to the phonics sounds your child knows.

The aim is that the children can read this book **confidently**, they **know all the sounds** and **words** in the book and they are showing off to you. **(Fluency)**



Library Book

For **you** to read and share with the children. Children **listen** to the **story language**, join in with the **repeated refrains**, talk about the pictures etc



Reading Record Book

- Write the **date** and **name** of the book
- **Log every time** you read with your child
- **Sign** or **initial** that the book has been read so that staff know that it can be changed
- Staff will make a note of **how many times** you have read with your child during the week and this will be converted into **Dojo Points** and added to their weekly total. Incentive to read!



Date, book and page number	Comments
15.09.25 Pip's Scarf	Read x 3 STC
The Highway Rat	Read x 2 STC.



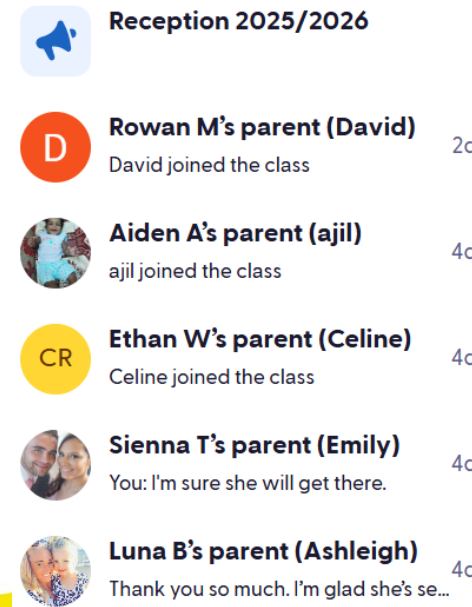
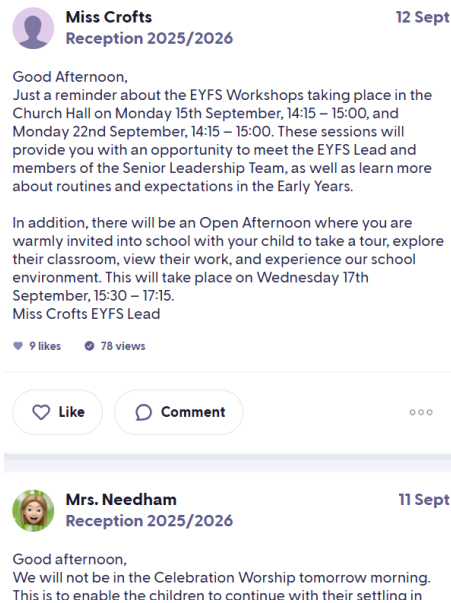
Talk about Card

- Fabulous resource for **speaking and listening** and for enhancing and developing **vocabulary**
 - **Three tiers** of questions, starting with easy retrieval questions
 - Do over several days during the week
 - **Initial or sign sheet** to show that you have completed the Talkabout Card with your child and staff know that it needs changing



Class Dojo

- Class teachers will now create **2 separate Dojo accounts**- one for each class. The current Dojo account will be archived.
- All important information, will be posted on the **Class Story**
- Message class teachers directly (**attendance main office**)
- **Dojo points**- certificates handed out in Monday's worship to the children in each class who have acquired the most. Dojo points are then **reset** every week.





- Staff are only allowed to reply to dojo messages between **8am- 5pm**, unless it is an emergency
- They will always endeavour to get back to you **within 48 hours**



Year 6 Buddies

- Each Reception child will be allocated a **Year 6 buddy**
- **Eat together** once a week on a **Monday**
- Help them get accustomed to being out on the **large playground** at **lunchtime**
- Going to introduce them to their Year 6 buddies **this week** and from **next week**, start going out onto the large playground at lunchtime



Celebration Worship

- Every **Friday morning** from 9-9.45am
- Parents very welcome
- Celebrate **birthdays**
- 2 children each week from each class, chosen to receive a **certificate**
- Celebrate **accomplishments out of school**
- First week, reception children just watch!



Dates for the diary

- Wednesday **17th September** Open Afternoon 15.20-17.15pm
- Friday **19th September**- First Celebration Worship
- Monday **22nd September**- begin to play out on large playground at lunchtime
- Monday **22nd September**- 2nd EYFS Workshop
- Wednesday **1st October** Phonics Workshop 2.15-3pm????
- Wednesday **26th November** Parents' Eve 1.30-7pm

- Reception Class Trip to **Smithills Farm** in the **Spring Term**
Date tbc



Open door policy

At the Redeemer, we have an **open door policy**. This means that there will always be a member of staff on the door in the morning and at home time. We can take messages down at the door, however, if you feel you need a longer in-depth conversation, just ask and we will call you at the **earliest opportunity** to speak over the **phone** or arrange a **face to face meeting**.

We check dojo on a daily basis, so if you need to let us know anything and you can't speak to us in the morning or after school, just send us a private message. Again we will get back to you at our earliest convenience, no later than 48 hours after you contact us.



Things You Can Do to Help

- Help your child to independently put their coat on
- Please label hats, gloves, scarves
- Where possible water or diluted juice in water bottles-
Please no fizzy drinks
- Spare clothes
- Questions?

