

HELPING YOUR CHILD GET  
READY FOR RECEPTION AT  
LA FONTAINE ACADEMY



**La Fontaine**  
ACADEMY

## Reception Glossary

**Adult-led activity** – An activity defined, structured and delivered by an adult to a child or group of children. It focuses on the direct teaching of skills and knowledge with a specific objective in mind

**Adult-directed activity** – An activity defined by an adult that focuses on a specific objective that the child may complete independently or with adult support

**Assessment** – Through observing children and making notes when necessary, practitioners can make professional judgements about children's achievements and decide on the next steps in learning. They can also exchange information with parents about how children are progressing.

**Child-initiated activity** – An activity wholly decided on by the child and that is the result of an intrinsic motivation to explore a project or express an idea. In doing this the child may make use of a variety of resources and demonstrate a complex range of knowledge, skills and understanding.

**Evidence** – Any material, knowledge of the child, anecdotal incident, observation or information from additional sources that supports the overall picture of the child's development. There is no expectation or requirement that such evidence is always formally recorded or documented. Practitioners may choose to record specific evidence in order to secure their own judgements.

**Independent activity** – An activity completed by a child without support. It may be adult-directed or child-initiated.

**Observation** – In the context of making a judgement in terms of the children's learning, this is the practice of watching and listening to a child as they engage in an activity and demonstrate specific knowledge, skills and understanding. Sometimes the observation can be very short and can occur as part of another activity, and practitioners may be observing children alongside their on-going interaction. Sometimes observations may be longer and are the result of targeting a scale point or child to gain specific information.

**Practitioner** – Any adult who works with children in a Reception setting (e.g. Teaching Assistant, Teacher)

## **WORKING AT HOME WITH YOUR CHILD**

### **Personal, Social, Emotional Development**

- Encourage your child to say please and thank you.
- Encourage your child to take his/her own coat on and off. Also getting changed for school so they are able to change for PE.
- When playing with your child, support them in sharing toys.
- Allow them to choose some toys themselves and reflect on opinions about these toys; e.g. this is my favourite doll/car.
- Ensure that your child is able to go to the toilet unaided.
- Try to support your child in taking turns with others.
- Encourage your child to talk about their feelings.

### **Knowledge and Understanding of the World**

- Talk to your child about special times; birthdays, baptism and other key events in their lives and the lives of others they know.
- Encourage them to explore their surroundings; particularly in the outdoor area.
- Allow your child to observe animals and describe them.
- Allow them to use simple tools; such as a small hand trowel.
- Encourage them to feel different textured objects and describe; rough, smooth, soft etc.

### **Reading and Writing**

- Allow your child to select books for themselves; ones that interest him/her. Picture books with repetitive and basic language such as those by Julia Donaldson.
- Encourage your child to 'read' what is happening in the pictures. Prompt them to tell you a sentence about what is happening.
- To increase vocabulary and identify sounds: play word games such as I spy.
- Sing alphabet songs and talk about the names of the letter and the sounds that they make.
- Make shapes of letters out of play dough; write them in sand, write their own name in the air etc.
- Encourage your child to sing/say songs and rhymes and tell you their own stories.
- Ask your child about words that rhyme, e.g. house and mouse.
- Practise writing their own name and letters of the alphabet. (Teachers will provide you with a formation sheet for the handwriting approach used in school. Please follow this as much as possible)

**Speak to our EYFS leader for more details.**

**We're always happy to help!**

### **Mathematical Development**

Practice counting groups of objects in pictures and stories; pose questions such as how many altogether? Which number is one more?

- Count out loud with your child saying the names of numbers clearly.
- Show numbers to your child (perhaps on number cards).
- Sing songs or rhymes with numbers in them; 10 In The Bed, 5 Little Ducks, 10 Fat Sausages etc.
- Read stories with numbers in them, e.g. The Very Hungry Caterpillar.
- Use mathematical language; add, take away, number names.
- Count using fingers.
- Point to and say numbers around the house.
- Encourage children to identify shapes around them; do a circle spotting hunt, square spotting etc.
- Apply mathematics to real life; shape, money, amounts of objects etc.

### **Physical Development**

- Encourage your child to handle small and large equipment.
- Allow your child to use scissors and develop their skills.
- Allow your child to run, hop, skip, jump and find different ways of travelling.
- Play games such as follow the leader and change actions to develop motor skills and coordination.
- Discuss changes to their bodies after exercise; heart beating faster, feeling hot etc.

### **Creative Development**

- Allow your child to listen to and sing songs and rhymes.
- Engage in role play with your child.
- Explore different media; paint, pencils, crayons.
- Using scissors and glue; encourage cutting and sticking activities.
- Dance to songs and make up actions to complement; e.g. Wheels on the Bus.

### **French**

- Speak in French with your child as much as possible at home.
- Read with your child in French
- Listen to French radio.
- Sing French songs with your child and if possible please send them into school so that we can build a bank of French songs.
- Support the weekly learning by practising the phrases taught weekly.

## **RECEPTION ONLINE LEARNING**

This is an online learning resource where you can find useful websites to support your child's learning at home.

If you come across any useful websites that you wish to share with other parents, please send us the link.

Please, note that we advise all children to be supervised by an adult while using the internet, in line with our E-safety Policy.

### **Literacy and Communication and Language**

Oxford Reading Tree stories: [www.oxfordowl.co.uk/Library/Index/?AgeGroup=2](http://www.oxfordowl.co.uk/Library/Index/?AgeGroup=2)

High Frequency Words: [www.bbc.co.uk/schools/wordsandpictures/hfwords/index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/hfwords/index.shtml)

Missing letters: [www.bbc.co.uk/schools/digger/5\\_7entry/1.shtml](http://www.bbc.co.uk/schools/digger/5_7entry/1.shtml)

Beantime stories: [www.meddybemps.com/5.1.html](http://www.meddybemps.com/5.1.html)

Magic Keys stories: [www.magickeys.com/books/index.html#books](http://www.magickeys.com/books/index.html#books)

Traditional Tales: [www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks1/english/story\\_telling](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/english/story_telling)

Phonics games (Starfall): [www.starfall.com/n/level-a/learn-to-read/load.htm?f](http://www.starfall.com/n/level-a/learn-to-read/load.htm?f)

Read about artists: [www.starfall.com/n/level-b/art/load.htm?f](http://www.starfall.com/n/level-b/art/load.htm?f)

Starfall reading: [www.starfall.com/n/level-c/index/load.htm?f](http://www.starfall.com/n/level-c/index/load.htm?f)

### **Mathematics**

Using money: [www.bbc.co.uk/education/dynamo/den/shopping/index.htm](http://www.bbc.co.uk/education/dynamo/den/shopping/index.htm)

Money Snap: [www.bbc.co.uk/education/dynamo/den/snap/index.htm](http://www.bbc.co.uk/education/dynamo/den/snap/index.htm)

Telling the time: [www.bbc.co.uk/education/dynamo/den/clock/index.htm](http://www.bbc.co.uk/education/dynamo/den/clock/index.htm)

Matching pairs (time): [www.bbc.co.uk/education/dynamo/den/matching/index.htm](http://www.bbc.co.uk/education/dynamo/den/matching/index.htm)

Maths Zone: [www.mathszone.co.uk](http://www.mathszone.co.uk)

Nrich: [nrich.maths.org/primary-lower](http://nrich.maths.org/primary-lower)

AAA Maths: [www.aaamath.com/kinder.htm](http://www.aaamath.com/kinder.htm)

### **Understanding the world**

General knowledge quiz: [www.bbc.co.uk/education/dynamo/den/quiz/quiz1a.htm](http://www.bbc.co.uk/education/dynamo/den/quiz/quiz1a.htm)

Weather: [www.bbc.co.uk/schools/digger/5\\_7entry/7.shtml](http://www.bbc.co.uk/schools/digger/5_7entry/7.shtml)

Floating and sinking: [www.bbc.co.uk/schools/digger/5\\_7entry/8.shtml](http://www.bbc.co.uk/schools/digger/5_7entry/8.shtml)

All about me: [www.starfall.com/n/level-b/me/load.htm?f](http://www.starfall.com/n/level-b/me/load.htm?f)

Farm animals: [www.bbc.co.uk/schools/digger/5\\_7entry/9.shtml](http://www.bbc.co.uk/schools/digger/5_7entry/9.shtml)

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