

Reception  
EYFS  
2025-26



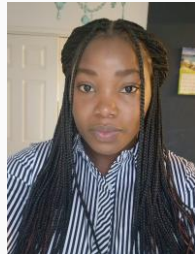
Dingle Community Primary School

# Meet the Reception team

Mrs Kitching  
-EYFS Lead  
and Reception class  
teacher



Miss Jo jo  
-Reception Learning  
Support



# Senior Leadership Team

Ms Heather  
Headteacher



Mrs Richardson  
Deputy Headteacher



Mrs Wallis  
Assistant Headteacher



Mrs Hall  
Business Manager



## Our EYFS Vision

'Our ultimate aim at Dingle, is to nurture our children to become independent, inquisitive and curious learners, who follow their own learning interests and challenge themselves to achieve. We believe we can support and encourage all children to follow their dreams and aim to unlock potential in all. We want our children to develop a love for learning, surrounded by friends and caring adults. All children deserve to be confident and show pride in their achievements, but most importantly, they deserve to be happy at their school and be ready to begin the next stage of their lives.' (Dingle Community Primary School EYFS Policy)

## **“Dingle Community Primary School, where every child has a V.O.I.C.E”**

**V – be Valued for who we are**

**O – have Opportunities to grow, thrive and make a difference**

**I – Feel Included with a sense of belonging**

**C – Care for and be part of our community.**

**E - have high Expectations of ourself and others**

**"A child who feels heard becomes a child who dares to dream"**



# EYFS Pedagogy and Practice

4 principles of EYFS

A Unique  
Child



Positive  
Relationships



Inspiring  
Environments

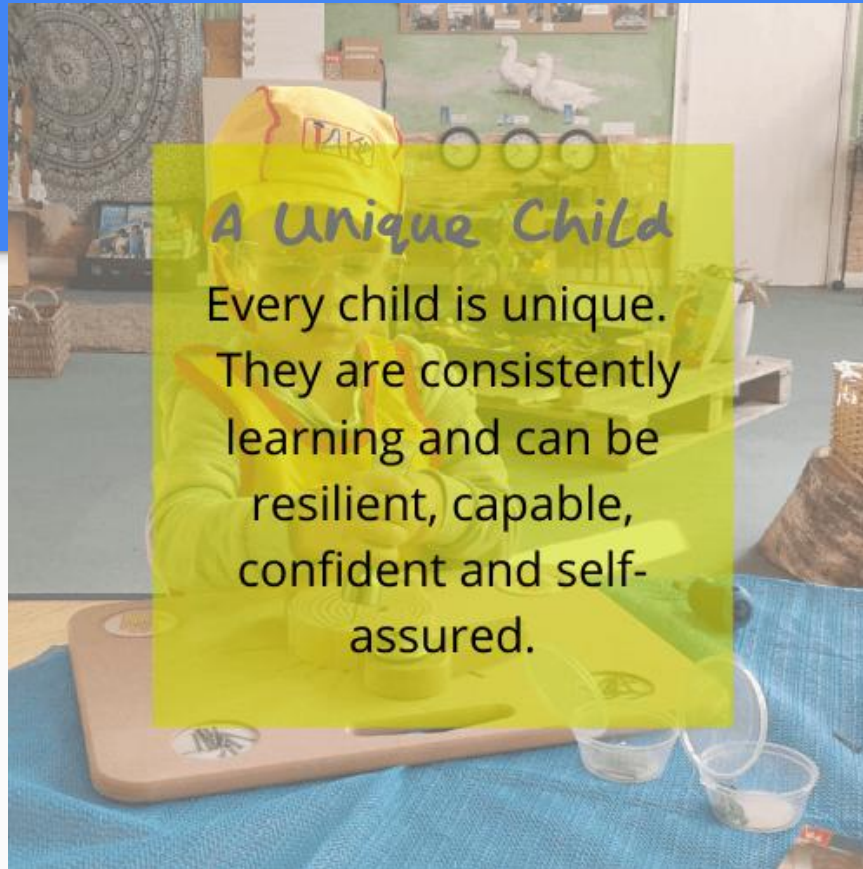


Learning and  
Development



EARLY YEARS FOUNDATION STAGE

Every child has different interests, talents and ways they like to learn.



## A Unique Child

Every child is unique. They are consistently learning and can be resilient, capable, confident and self-assured.

Every child is an individual.

All children progress at different rates.

# Positive Relationships

We pride ourselves on our positive relationships with the children, staff and parents.

You will have opportunities to come into school to see your child learning during parent engagement sessions, praise assemblies and special events. Termly parents evening sessions will also be available for you to attend to talk about your child's development.

Our open door policy means we are here to support you and your child in any way we can.



# Characteristics of Effective Teaching and Learning

## Playing and Exploring

Children investigate and experience things. They are willing to 'have a go'

Engagement

## Active Learning

Children concentrate and keep on trying when they encounter difficulties. They enjoy their achievements

Motivation

## Creating and Thinking Critically

Children have and develop their own ideas. They make links between ideas and choose ways to do things

Thinking



# EYFS Pedagogy at Dingle

'Pedagogy is formed by an educator's teaching beliefs and is the method of how we teach'

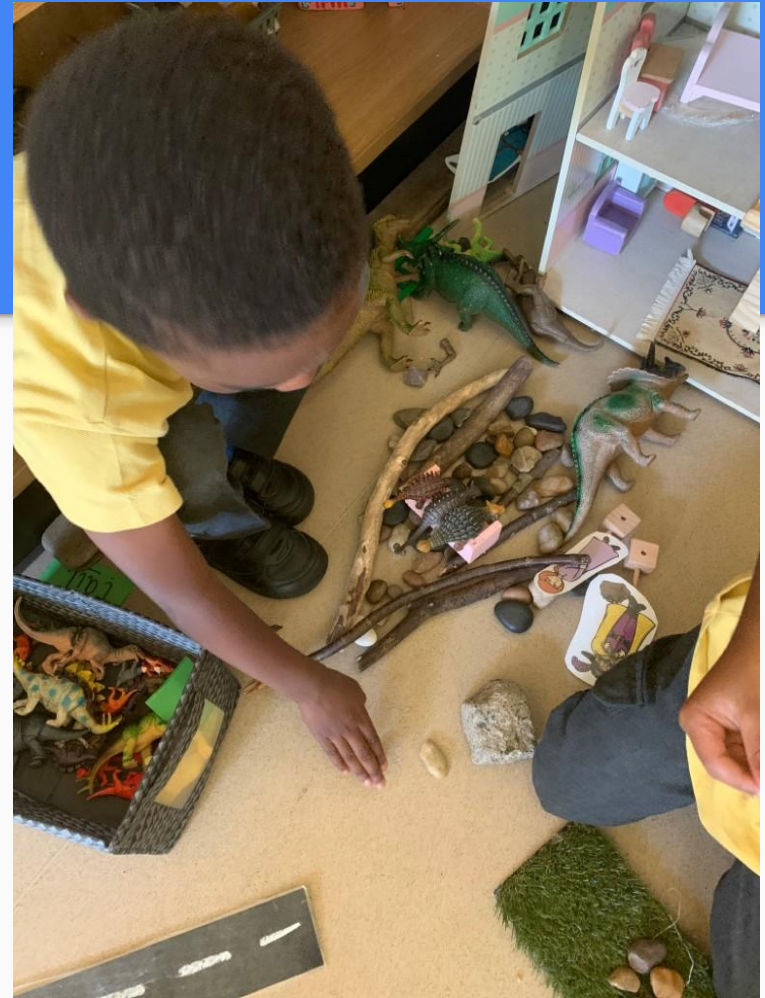
Here are our 3 core EYFS beliefs that drive our pedagogy and practice.

# 1) The Importance of Learning Through Play

All of our teaching and learning experiences at Dingle in EYFS are through the method of play.

This is how young children learn best and provides the most effective and inclusive learning opportunities for all children.

The research speaks for itself!



# Getting the Balance Right

Teachers plan for a good balance of *child initiated learning*, *adult initiated* and *adult directed play based learning*.

With the right balance of activities, we give our children guidance, support through modelling/demonstrating skills and language as well as opportunities to explore their own learning interests and skills in their environment. Providing exciting, engaging and well-planned play based experiences gives our children the best start to life.



## 2) Making Talk a Priority

We focus on:

- Back and forth conversations at every opportunity as these interactions from an early age form the foundations for language and mental development.
- Increasing the number of high quality interactions every child has with an adult or other children each day in a language rich environment as this is crucial for development.
- Maintaining a conversation by being warm and attentive and adapting our language to meet the needs of individual children.



# How We Prioritise Talk at Dingle

- Time for play- children interact
- Timetabled talk- snack times, story time
- Adults play partnering with children everyday
- Language rich environment
- Collaborative learning
- Practical learning
- Our ethos- we understand the importance and value talk
- Visual aids to support communication
- The learning environment- role play, small world areas
- Oracy focus e.g orally retelling of stories



### 3) Encourage and Allow Independence

This is something we feel is a really important skill for our children to learn so that they can become self-reliant, lifelong learners.



# How We Encourage Independence at Dingle

- Set high expectations for all
- Challenge all children at their appropriate level
- Suitable learning environment with accessible resources for all
- Develop skills for self regulation and self management
- Child initiated learning opportunities where children can choose their own resources and to follow their own learning interests through play
- Develop skills for creativity, problem solving, resilience and social skills
- Planned independent self-management opportunities e.g snack time, home time, transition time
- Skill based learning approach where children can apply skills they have learnt in different ways
- Encourage the children to have a go themselves first

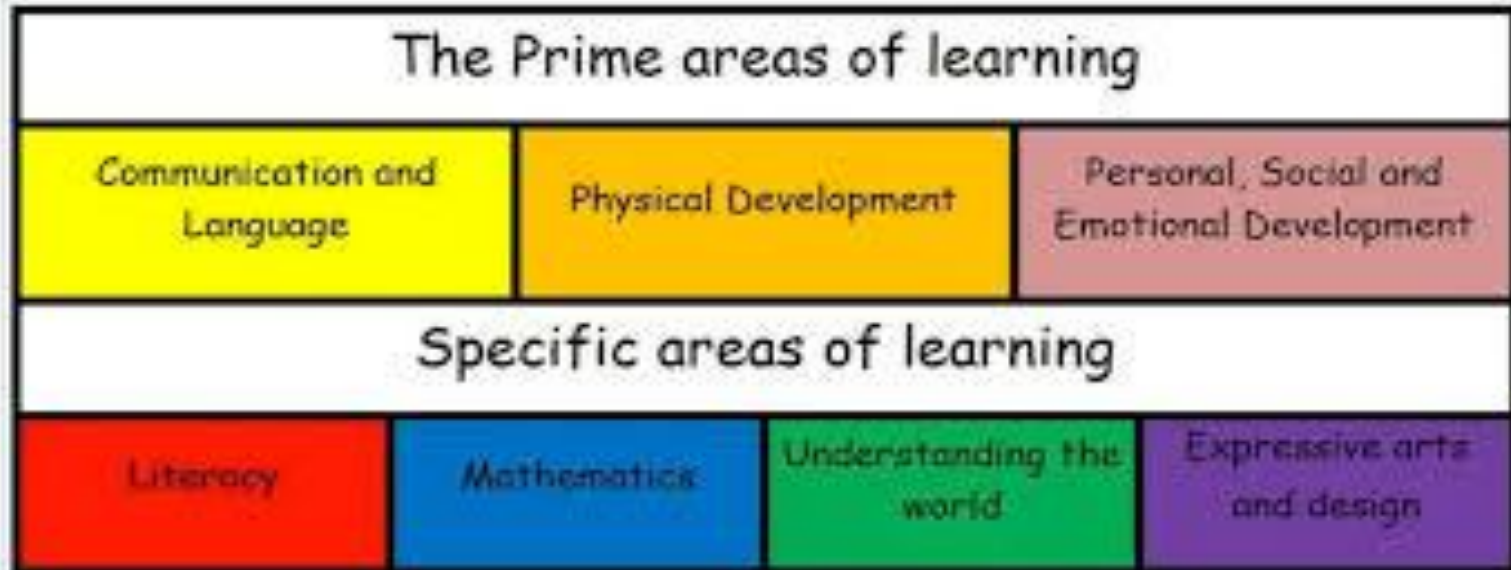
# EYFS Curriculum

Dingle EYFS curriculum is designed and planned with the following documents

- EYFS Statutory Framework 2021
- Development Matters document
- Dingle Skills progression document

The curriculum is planned by teachers to follow the interests of the children and to meet their individual needs. We also aim to link learning to a key text and/or interests of the children

# The 7 Areas of Learning



# Skills we wish to develop in Early Years through our curriculum

Confidence

Social skills

Collaboration

Resilience

Creativity

Problem Solving

Communication

Concentration

Independence

# Themes 2025-26

Autumn Term- Me and My World

Spring Term- Food Glorious Food!

Summer Term- What a Wonderful World

# Key Texts

Autumn 1- The Enormous Turnip

Autumn 2- The Three Little Pigs

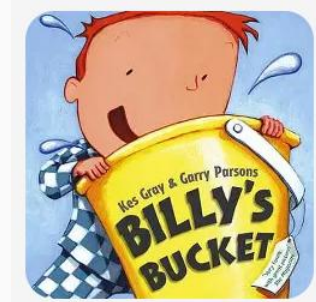
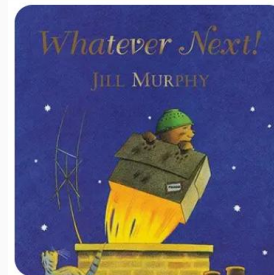
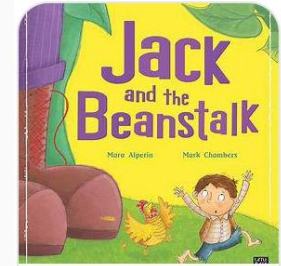
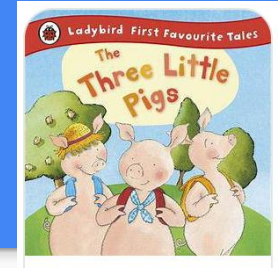
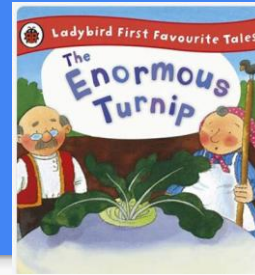
Spring 1- The Little Red Hen

Spring 2- Jack and the Beanstalk

Summer 1- Whatever Next

Summer 2- Billy's Bucket

These will be the prime focus of our Literacy learning and will be supported by many other quality texts.



# A day in Reception (Autumn 2)

8:40-8:50	Children arrive-put things away, complete writing activity on whiteboards
8:50	Register, calendar, visual timetable for AM, VIP
9	Phonics (whole class)
9:20	Play (inside/outside)
10	Snack on carpet
10:15	Maths (whole class)
10:30	Play (inside/outside)
11:10	Kinetic Letters (Handwriting- whole class)
11:30	Rhyme of the week, get ready for dinner time
11:50	Dinner time
1:05	Register, visual timetable for PM
1:10	Literacy (whole class)
1:30	Play (inside/outside)
2:30	Reading Practice groups
2:45	Story and get ready for home time
3:10	Home time



# If you have concerns about your child's development

## DOES YOUR CHILD.....

- not yet speak in full sentences. They say things like 'play ball' instead of, 'The dog is playing with the ball.'
- struggle to find the right words to say what they want
- not have back and forth conversations with you that make sense and are not led by you
- struggle to say the right sounds in words so that other people can understand them

# If you have concerns about your child's development

[Integrated Early Years Referral](#)

<https://www.dudley.gov.uk/residents/early-years-and-childcare/early-years-referral/>

[01384 814364](tel:01384814364)



helps children  
**communicate**

REGISTERED CHARITY 210031

<https://ican.org.uk/i-cans-talking-point/parents/ages-and-stages/>

# Things you can do at home

- Make talk a priority too
- Read a story to your child every day
- Listen to your child read x3 per week- please write in your child's reading record
- Practise phonics letter sounds with your child
- Practise general independence skills such as gathering own toys/resources
- Encourage your child to always have a go and get them to ask for help if they need it
- Play! Have fun! Be outside as much as possible :)

# Reminders

No toys or jewellery- please leave them at home!



Every child needs a book bag- no backpacks please!

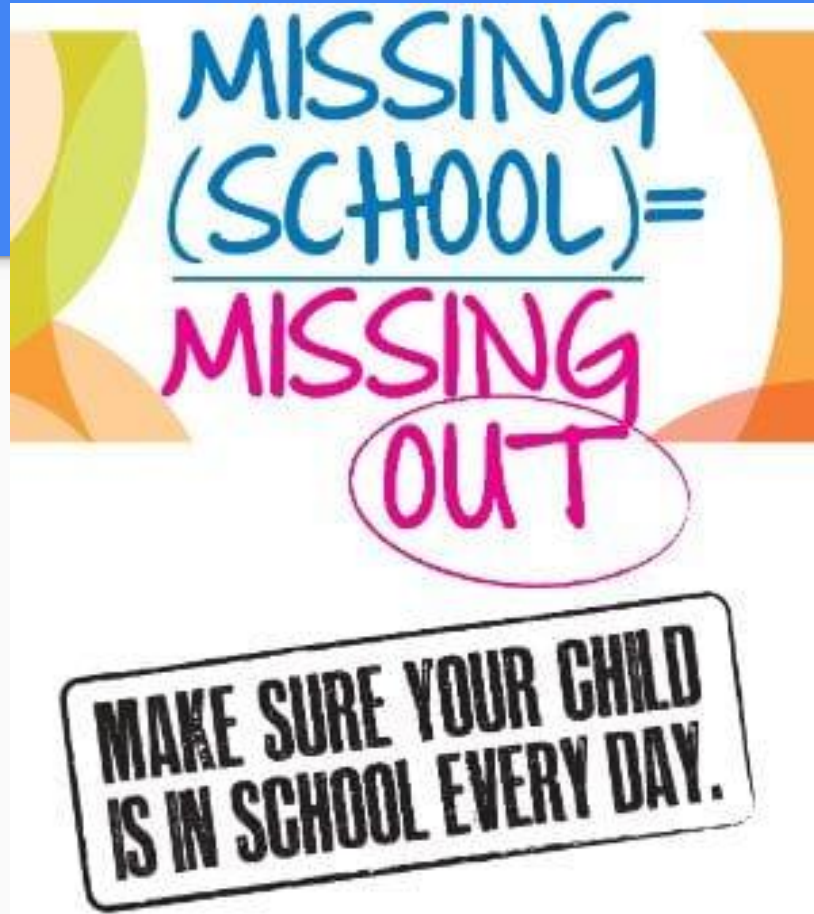
Forest school has now finished.

PE will begin after half term every Wednesday- children need to come to school wearing their PE kits.

Please label everything! Water bottles, lunch boxes, every item of clothing, shoes, wellies.



# Attendance





We celebrate the social and academic successes of our children in many ways including:

Each day, a VIP is chosen in Reception, This child will have demonstrated our school rules and will receive privileges for the day.

Children who especially go above and beyond to be role models and uphold our school values may be awarded a values 'star' in our half termly assemblies.

We believe in promoting the positive behaviour at Dingle Community and so there are many other ways that we celebrate our fabulous pupils and their achievements.

# Supporting our children make the right choices

We are all passionate about restorative behaviour and are a school that provide our pupils with personalised support and nurture as required. Our Well Being team are highly skilled and trained in this area to support our children.

Consequences are sometimes necessary.  
We have a consistent approach across school.

## How incidences are dealt with

- Reminder by a class teacher - chance to change behaviour and an opportunity to reflect upon choices that have been made.
- If further incidences occur, pupil is referred to Mrs Richardson (Deputy Headteacher) or Ms Heather (Headteacher) where further discussions and support will be put in place. If necessary, parents may be contacted at this stage.

# Supporting our children in school



Mrs Pickett, Miss Haddlington and Mrs Shepherd are our Well-Being Leads



Ms Heather, Mrs Richardson, Mrs Wallis and Mrs Kitching are our Designated Safeguarding Leads.

# Keeping children safe online

## How do we keep pupils safe online in school?

Education - Every year group has Online Safety modules as part of their curriculum

Celebrate Internet Safety Day

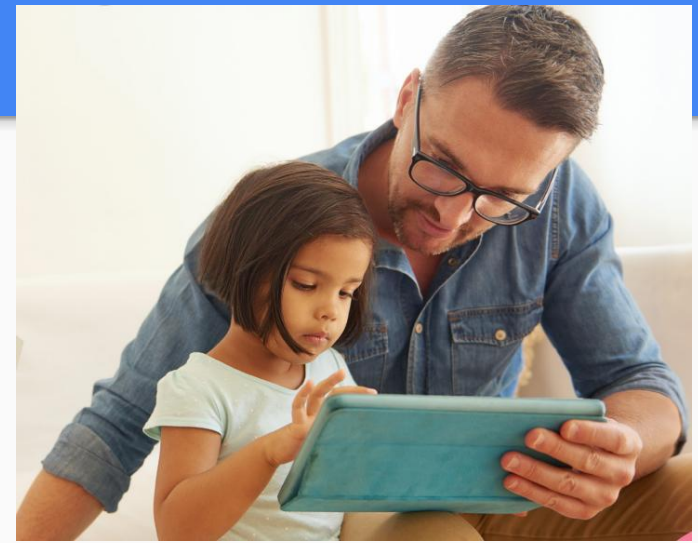
Sign a fair usage agreement

Filters and Firewalls

Any inappropriate language is immediately flagged up and dealt with by SLT/Computing Lead

External visitors

Staff keep up to date with training and legislations.



National  
Online  
Safety®



# Limit screen time- set up screen time monitors to limit access

18  
months  
or  
younger



No screens are still best.

The exception is live video chat with family and friends.

18  
months  
to 2  
years



Limit screen time and avoid solo use.

Choose high-quality educational programming, and watch with kids to ensure understanding.

2 to 5  
years



Limit screen time to an hour a day.

Parents should watch as well to ensure understanding and application to their world.

6 or older



Place consistent limits on the time spent and types of media.

Don't let screen time affect sleep, exercise or other behaviors.



## Be safe

Help your child understand the connected world and how they can protect their personal information.

Parental controls



Talk about not sharing information online

Use child versions of apps



Supervise

-use in communal areas





## Be kind

Show your child how to be kind and respectful online and model good habits around device use and online sharing.



Model being kind online

Model good screen time habits

As you pick up your phone and focus on the screen, your child is watching and learning from you. Even very young babies are aware of the presence of screens and the attention and amount of time their parents devote to them. By demonstrating that you can put your phone down and concentrate on your child, you provide a really important model for them, no matter how old they are



## Ask for help

Teach your child to ask for help and let them know they can come to you with any issue.



Teach your child to come to you if they see anything that upsets them online

Encourage your child to ask for help when they try something new online

Let them know they won't be in trouble if they ask for help



## Make good choices

Help your child to think critically about the content they watch and how they spend their time online.



Choose learning activities

Ensure content is age appropriate  
and high quality

Decide which activities are  
independent, collaborative or  
supervised.

Switch off devices 1 hour before bedtime!

Research shows this has a big impact on children's  
sleep.

We need you!



If you are interested in helping us to raise vital funds for our school, or you are interested in helping us on our journey to improve please email

[info@dingle.dudley.sch.uk](mailto:info@dingle.dudley.sch.uk)

Any questions?

Email: [info@dingle.dudley.sch.uk](mailto:info@dingle.dudley.sch.uk)

Tel: 01384 283699