



Reception Curriculum Evening

- ▶ Welcome to this presentation about the Reception Curriculum, which we hope will enable you to help your child make the most of this important year in school.
- ▶ We aim to keep parents as informed as much as we can about the experiences your children are having at school.



EYFS Reforms

Five years ago a revised EYFS framework became statutory. The aim was to strengthen the early years curriculum, assessment and practice to improve outcomes for all children and close the gap for disadvantaged children.

Staff spend less time on written assessments and evidence gathering, giving them more time to spend engaging with the children and supporting their learning.



Baseline Assessments

- A reception baseline assessment is an assessment of children's skills as they begin their reception year. As of September 2021, it became a statutory assessment as part of the EYFS framework.
- The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with.
- The RBA will provide an opportunity for your child to have valuable one-to-one time with their teacher at an early stage, so the teacher can get to know your child better. It will provide a helpful snapshot of where your child is when they enter reception, so they can be supported in the most appropriate way.



Purpose of our meeting

- ▶ Share information about the Early Years Curriculum and how we teach it
- ▶ A chance for you to see resources and how they are used.





Prime Areas

- ▶ Personal, social, emotional development (PSED)
- ▶ Communication and language (CL)
- ▶ Physical Development (PD)



Specific Areas

- ▶ Literacy – (L)
- ▶ Mathematics (M)
- ▶ Understanding the world (UW)
- ▶ Expressive arts and design (EAD)



Thematic Learning Autumn 2026

- ▶ We theme our teaching throughout the year, this allows us to teach our objectives through child friendly and meaningful topics.
- ▶ Our topic for Autumn 1 is 'Marvellous Me', and after our short project 'Our School, Our World' we are moving on to 'Colour and Light'.



PSED

This involves :

- ▶ Co-operative play, turn taking, being sensitive to others needs and feelings.
- ▶ Being confident to try new activities and just have a go!
- ▶ Being able to speak in a familiar group and share their ideas.
- ▶ Understanding behaviour – following the school Golden Rules, learning to work as a bigger group
- ▶ We use Jigsaw Jennie, Circle time and assemblies



Bears Zone



- ▶ Each classroom has a 'bear zone' which allows children to identify and manage their emotions.
- ▶ There are 4 bears each representing different emotions.
- ▶ Green – happy and ready to learn, blue- sad and tired, yellow – worried and frustrated, red – angry.
- ▶ In the 'bear zone' there are resources to support children as they learn to recognise and deal with their emotions.
- ▶ The 'Aware Bear' is also used to help children stop and think before they react.



Communication and Language

- ▶ Speech, language and communication skills are crucial to young children's overall development. Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development.
- ▶ Help us! Talk, talk, talk – model good sentences as well as asking questions
- ▶ Show and Tell – giving information and asking questions, being aware of the 'audience'. This is done in groups and is on Friday
- ▶ Talk Partners – every child answers, builds self confidence as well as speaking and listening skills



Physical Development

- ▶ This includes being able to control their movements, moving in a range of different ways and safely negotiating space.
- ▶ Handling tools and equipment safely including pencils and scissors.
- ▶ Knowing the importance of good health and physical exercise.
- ▶ Managing their own basic hygiene and personal needs including dressing and going to the toilet independently.
- ▶ 'Busy Fingers' - every day, including activities like 'Dough Disco'
- ▶ Planned P.E sessions
- ▶ Superhero Training (core strength)





Literacy



- ▶ One of the main focuses of literacy at this age is the ability to listen and communicate with others – this particularly underpins writing – think it, say it, write it!
- ▶ Every day there are opportunities for writing during child initiated and adult directed activities.
- ▶ Talk for Writing – a way of internalising story language to support writing activities: we learn passages of writing off by heart so that we build a bank of language that we can draw upon later in other lessons
- ▶ Handwriting – Penpals scheme (see website)



Reading in lots of different ways

- ▶ Big Books/E-Books – modelled by the teacher, or by their peers
- ▶ Group reading – an effective method for the class teacher to hear each child read during the week
- ▶ Individual reading – a chance to practice with an adult, usually this is with a parent volunteer.
- ▶ Initially most children will come home with a lilac sticker book which has no words to encourage a use of story language, and then children move quickly through the colour bands as their knowledge of phonics develops!
- ▶ The children will have a login to 'Bug Club'. Teachers will allocate E-books each week. These books will reflect the phonics that they have learnt in school. There are also phonic games.



Reading

▶ Top tips...

- ▶ Read the book first so you know upcoming tricky parts
- ▶ Take turns with words/ pages
- ▶ Remind them to sound out words, or ask if a word might be a tricky word
- ▶ Keep the flow, tell them a word if they are struggling and revisit at the end
- ▶ Not all children learn to read by sounding out. Other things to consider – does the word look right? Are there picture clues? Does the sentence make sense?
- ▶ Talk about the book – predict endings, ask questions, discuss how characters are feeling
- ▶ Praise, praise, praise!



Phonics

- ▶ Phonics is the building blocks of reading and writing.
- ▶ Taught daily and also 'dripped' in throughout the day.
- ▶ Youtube – Pronunciation of sounds
- ▶ How you can support with Phonics at home...
 - ▶ Practise word ladders as often as possible
 - ▶ Use 'robot' arms to sound out words for blending
 - ▶ Phonic games Eg. Can you find me a 'p-e-n'?
 - ▶ Noticing print and initial sounds in the environment
 - ▶ Encouraging writing through meaningful contexts, Eg. writing initial sounds for food on shopping list



A phonics session

- ▶ We revisit sounds we have been learning
- ▶ We teach a new sound or a tricky word (one you can't decode, like 'go' or 'the')
- ▶ We practise the new sound, playing a game to make it fun
- ▶ We apply our learning in reading and writing often using a whiteboard
- ▶ Look at your child's 'Bug Club' account for text matching their phonic phase.



Technical Terms

- ▶ Phoneme – Sounds that can be heard in words, eg c-a-t, ch-i-p, n-igh-t.
- ▶ Grapheme – how a phoneme is written down.
- ▶ Digraph – this means that the phoneme comprises 2 letters, for example th, ng, ll
- ▶ Trigraph – this means that the phoneme comprises 3 letters, for example igh, ear
- ▶ Children read by blending sounds together saying the sounds then combining them: c-a-t, cat. They use sound buttons to identify and say phonemes. Robot voices.
- ▶ Children work out how to write phonically plausible words by segmenting words – breaking them down into phonemes they know. Cat – c-a-t. It helps to count the phonemes, and children use phoneme frames to do this.



Mathematics



- ▶ Working with numbers, counting physical objects, seeing patterns and problem solving.
- ▶ Recording their work pictorially at first, and then later using numerals.



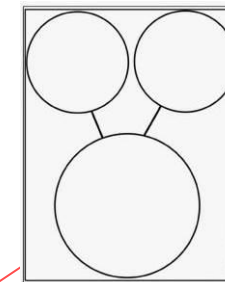
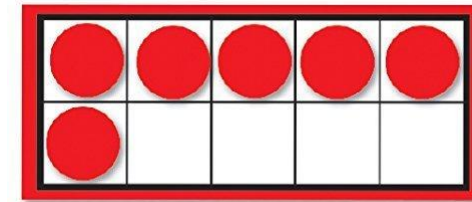
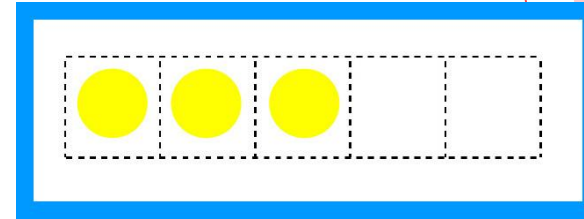
Mathematics – breadth and depth

- ▶ Developing **number sense** is KEY - what is a number? The concepts of more and less? What are the relationships between numbers?
- ▶ **Manipulatives** support and challenge learning
- ▶ Children need to understand a variety of **mathematical language**, and learn to use it independently
- ▶ We encourage children to see patterns in number as well as the environment
- ▶ If children can develop a deep conceptual understanding of number, it will stand them in good stead for the rest of their school career. It is better to understand the relationship between numbers to 10 very well than to use bigger and bigger numbers without this!



Maths Resources

- ▶ Numicon is a well used resource, giving children a visual representation of a number and helps children see connections between numbers. It is a multi sensory way of learning.
- ▶ 5 frames and 10 frames are another key resource in reception which help children see numbers and patterns.
- ▶ Later in the year we will begin to use a part-part - whole diagram. This supports children's understanding of how a whole number can be split into parts, supporting addition and subtraction.





Understanding the World

- ▶ This incorporates the computing, learning about the world around us, changes, past and present events, communities and traditions.
- ▶ Forest School visits are essential for children to build confidence in risk taking and nature based learning, that focuses on the holistic development of the child.





Expressive Arts and Design

- ▶ This area covers making music, exploring a variety of materials, tools and techniques.
- ▶ Being imaginative by representing their own ideas through design and technology, art, music, dance, role-play and stories.
- ▶ Each term during our topic sessions we enjoy a skills based cooking lesson.





Outside

- ▶ Some children thrive outside and do their best learning there
- ▶ All areas of learning are covered inside and out
- ▶ We go out in most weathers
- ▶ Make sure they have the right clothes!





Keeping you involved

- ▶ Seesaw is our online learning journal, please check it regularly as we will also be using the 'announcement' facility for general messages. Teachers and Teaching assistants will be adding observations of your children. Have you logged on?
- ▶ Our job is much easier if you are actively involved in your child's learning
- ▶ Reading daily
- ▶ Going through the word ladders
- ▶ Making time to have a go at the Maths activities that will be sent home later on in the year
- ▶ Watching out for opportunities to add to their themed learning at home



Any Questions?

