

RECEPTION CURRICULUM  
MEETING  
WELCOME





Mrs A. Samuels  
Diamond Class Teacher  
Head of Early Years



Mrs V. Robinson  
Ruby Class Teacher



Mrs C. Bailey  
Teaching Assistant



Mrs M. Hulland  
Cover Teacher & Higher Level Teaching Assistant

Other Teaching Assistants  
Mrs Arnold  
Miss Petre  
Miss Sawyer

STAFF

# A TYPICAL SCHOOL DAY



8.35 –8.45 Arrival

8.45 Register

8.55 Assembly (on selected days)

9.15 Carpet time (maths & phonics)

9.30 Teacher led focus activities, free flow child-initiated activities, snack

11.30 Tidy up, story, wash hands

12.00 Lunchtime

1.00 Register & carpet time

(including Story of the week Funky Fingers, PSHE and more)

1.25 Teacher led focus activities and free flow child-initiated activities

2.30 Tidy up, collect belongings and story time

3.00 Home Time





LUNCH



The Foundation Stage begins in Nursery and continues through to Reception. The final year of the Foundation stage is when the children are in Reception class. It helps to prepare children for learning and moving on to key stage 1

We follow the EYFS Framework which explains how and what your child will be learning. It is very flexible so it can be adapted to the children's needs and interests.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.





### The Curriculum

Your child will be learning skills and acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development....

Children mostly develop the 3 Prime Areas first:

- Personal, Social and Emotional development.

- Communication and Language.

- Physical Development

As children grow, the prime areas help them to develop in 4 Specific Areas:

- Literacy

- Mathematics

- Understanding the world

- Expressive arts and design



# CHARACTERISTICS OF EFFECTIVE LEARNING

We also love to observe HOW your child learns. Whether they persevere and show determination or explore to find their own methods and concepts.....  
These are life long skills.

## Characteristics of Effective Learning

### Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things



# 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

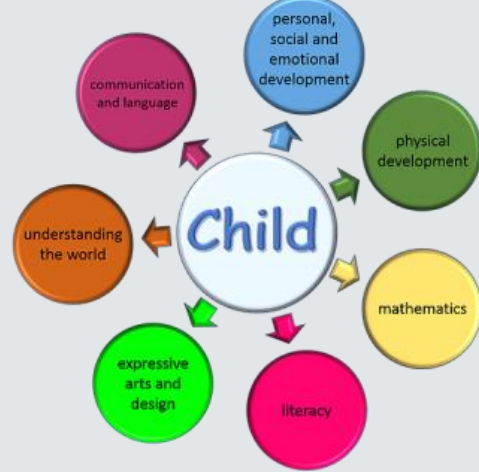
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, 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.



# CONTINUOUS PROVISION

All of the following are on offer to children daily. Sometimes these are enhanced to fit in with a class theme or child's interest.

- Sand
- Water
- Play dough
- Messy play
- Small World
- Fine motor activities
- Role Play
- Art and crafts
- Construction
- Music





# Learning Can Be Messy

Playing outside is so important. I run and jump and get lots of fresh air. Sometimes I might get grass or mud on my clothes.



Using a knife and fork at lunchtime is tricky! Sometimes I get food on my clothes!

I sometimes get pen and paint on my clothes! This is because I am developing creative skills and exploring lots of different ways of making amazing art!



Our mud kitchen is so much fun! I use all my senses, which is so important for my development. It also helps me use my imagination and practise playing with my friends nicely!

Exploring in the water tray is giving me lots of maths and scientific skills! I love pouring, filling and emptying! I usually wear an apron but sometimes my clothes get wet!



Exploring with playdough and other messy play resources like foam or food, helps me to develop fine motor control and build up muscles and coordination in my hands and fingers.

I will need these when I learn to write.



When I get messy, I have been showing curiosity, determination, persistence, imagination and confidence!

# SUPER LEARNERS!



Curiosity



Self-Belief



Resilience



Reflection



Communication



Independence



aprons

coats

snack and  
drink

shoes



# INDEPENDENCE



belongings

toilet

jumpers


learning



Golden Acorns  
Golden Leaves

THE OAK TREE

# TOPIC WEB

<p><b>PSED</b></p> <p><i>Me and My relationships:</i> All about me What makes me Special Special People People who can help me My feelings/worries</p> <p>Learning boundaries and school/class rules and routines</p> <p>Trick Box- coming soon</p>	<p><b>Phonics</b></p> <p>Phase 1 -listening to sounds, body percussion, alliteration, rhyme</p> <p>Phase 2 -learning new sounds</p> <p><u>satpinmdgockckeur</u></p> <p>Reading and writing new words containing these sounds</p> <p>Harder to read and spell words</p> <p><i>I, a, the, no, put, of, is, to, go, into</i></p>	<p><b>Literacy</b></p> <p>Joining in with familiar stories Writing my name Writing and hearing initial sounds Beginning to write a CVC word</p> <p><b><i>Some key texts:</i></b> The Colour Monster The Worry Monster Oi Frog The Very Busy Spider Tidy!</p>
<p><b>All About Me/Nursery Rhymes (Autumn 1)</b></p> <p></p> <p><i>Communication and Language weaved throughout everything we do!</i></p>		
<p><b>Expressive Arts</b></p> <p>Drawing self portraits Learning to use new creative areas Singing songs and rhymes</p>	<p><b>Understanding the World</b></p> <p>Finding our way around new environment Talk about me and my family Discuss what I want to be when I am older Discuss how have I changed since I was a baby Notice seasonal changes in Autumn</p>	<p><b>Physical Development</b></p> <p>Gross Motor &amp; PE- Fundamentals</p> <p><i>balancing, jumping, skipping, running, changing direction, hopping</i></p> <p>Funky fingers (cutting, threading, pencil control, pinching)</p>
		<p><b>Maths</b></p> <p>Comparing Sorting Odd One out Simple patterns Balancing Numbers 1,2,3</p>



TRICK BOX<sup>TM</sup>



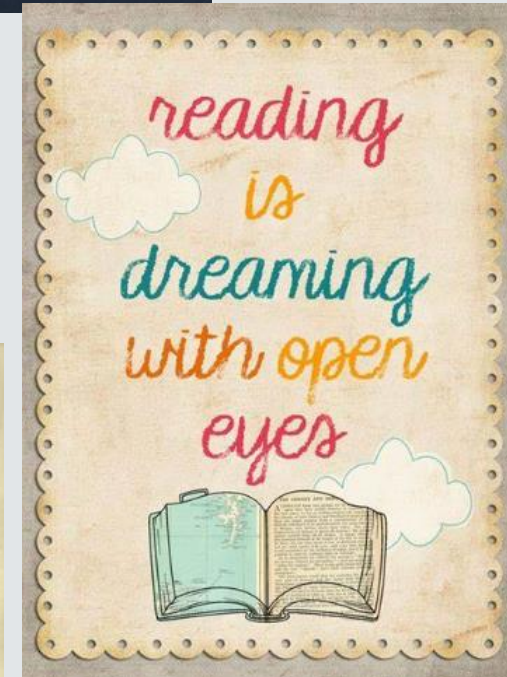
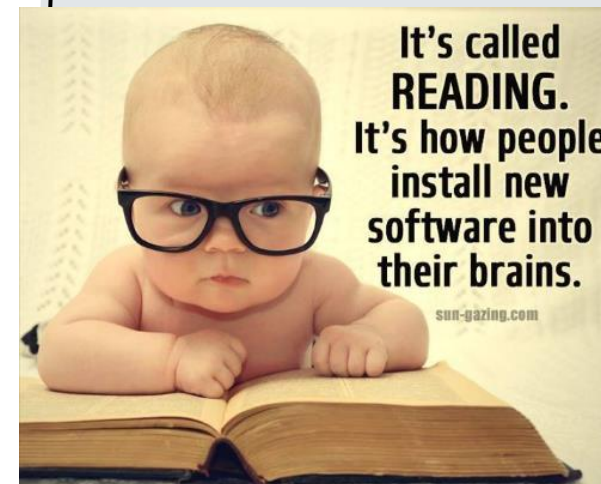
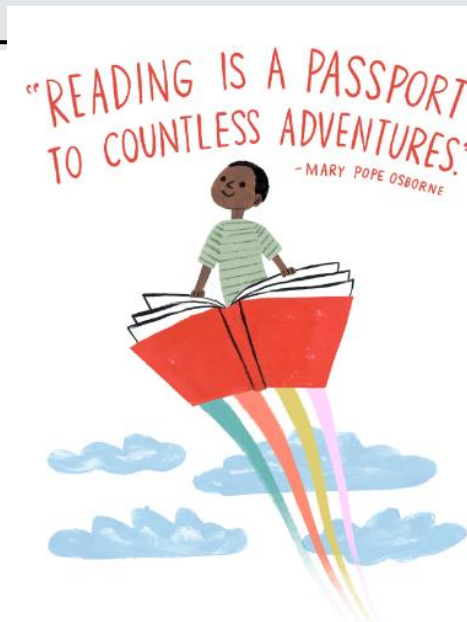


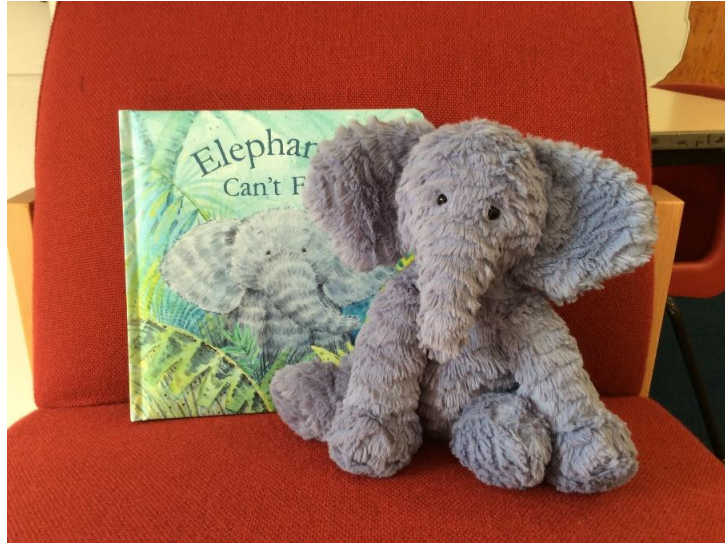
# READING & ELS

THE READING JOURNEY BEGINS!

- Please read often (each book should be read more than twice and won't be changed unless it is read and recorded in the diary)
- Please keep reading books and reading diary in the wallet in your child's book bag, to be brought in every day
- Books will be changed every week, if they have been read twice at a minimum and the children will be given books based on their current reading ability
- If the children read minimum 3 times per week then your child receives a gold star (this must be recorded in their reading diary)
- Please re-read the books to consolidate learning
- Reading to your child is also important to promote a love of reading and language development
- Each week the sounds and Harder to Read and Spell (HRS) words learnt in class will be sent home
- A video for sound pronunciation is now available on our website
- If the children are not reading they will find it hard to progress. Reading is everything!

<https://www.crawleyridge.co.uk/page/?title=Essential+Letters+and+Sounds&pid=262>





# CLASS BEARS

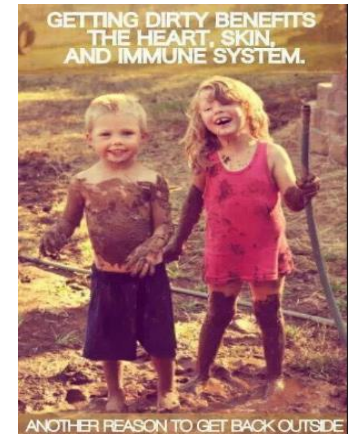
Elly (Ruby Class)

Moussa (Diamond Class)





# FOREST SCHOOL





GENERAL REMINDERS



- Please ensure everything is clearly named (including shoes, socks and vests)
- Appropriate clothing must be worn at all times as the children go outside in all weathers
  - – Warm, waterproof coat, hat, scarf, gloves in winter.
  - – Sun hat, sunglasses and sun cream in summer.
- Spare pair of socks and underwear (named) can be kept at school on children's pegs
- PE day is Friday –no earrings/jewellery please on Friday, wearing PE kit all day
- Wellies in school (forest, water tray, sand pit and mud kitchen)
- Please check ParentMail regularly for change/updates
- Please let us know if somebody else is collecting your child and share your password with the adult collecting

- A book bag in school everyday
- Please check daily for letters and bump notes
- Please hand in any letters to the adult at the door
- Please can all children not use the equipment on the playground before and after school
- Please return clothes that have been borrowed due to accidents, washed and within good time as we don't have many spares.
- Morning snack– we will provide
- Water only in a labelled bottle
- Please bring in a family and baby photo
- \*\*Photo permissions\*\*



## SUPPORT TO HELP

- Independence
- Kind Hands
- Support with dressing and coats
- Toileting
- Grip (scissors and pencils)
- Name writing
- Rhymes/stories
- Home Learning  
(phonics, reading, challenges, maths, games, puzzles)
- Talk talk talk





AND FINALLY...

WE ARE LOOKING FORWARD TO  
AN EXCITING FILLED YEAR!

“every child is unique and  
they learn and develop at  
different rates and in  
different ways”

Beverley Hughes, Children's Minister