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Welcome to our

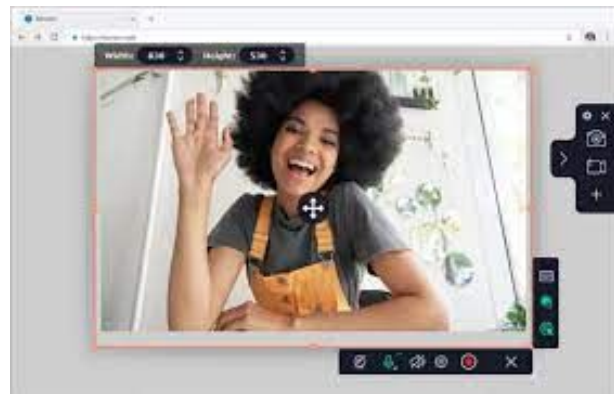
Reception

Curriculum

18



RESPONSIBILITY
OF PARENTS



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Transition to Reception

Baseline(s)

What comes next?

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HOW DOES IT ALL WORK?



5 classes - 5 distinctive spaces 2 shared outdoor spaces

Whole-class learning Guided-group practice and exploration

Class-based learning and challenges Free flow invitation

T**Areas of Learning and Development****Prime Areas****Personal, Social and Emotional Development**

- Self- Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Communication and Language

- Listening, Attention and Understanding
- Speaking

Specific Areas**Literacy**

- Comprehension
- Word Reading
- Writing

Mathematics



- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

9:30-10:00		Guided Reading	Guided Reading	Guided Reading	UW 
10:00-11:20 Free-flow	Continuous Provision and adult focus activities (detailed on planning)	Continuous Provision and adult focus activities (detailed on planning)	Continuous Provision and adult focus activities (detailed on planning)	Continuous Provision and adult focus activities (detailed on planning)	Continuous Provision and adult focus activities (detailed on planning)
11:20-11:30	Tidy classrooms and outdoors				
11:30-11:50	Phonics	English	UW	Maths 	ELS Phonics
11:50-12:10	Story / lunchtime routines				
12:10-1:10	Lunchtime Register and change classroom				
1:10-1:25	English	Maths 	English 	UW	Maths 
1:25-2:00	Class-based focus activity	Class-based focus activity	Class-based focus activity	Class-based focus activity	Class-based focus activity
2:00-2:30 Free-flow	Continuous Provision and adult focus activities (detailed on planning)				
2:30-2:40	Tidy classrooms and outdoors				
2:40-3:00	Deliberate practice handwriting	Deliberate practice handwriting	Maths 	Deliberate practice handwriting	Reflection of the week 
3:00	Story Home-time Routines				

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READING

Cultivating a love for reading...



Be a brilliant role model - share your love of reading

Develop family reading rituals - bath-book-bed

Do some spin-offs from well-loved books - invite a tiger for tea!

Visit your local library

Do lots of reading when you are out and about



S

Reading Strategies

I sound out and blend the phonemes.

"c - ar - p - e - t"
"car - pet"
"carpet"



Reading Strategies


I use the pictures to help me look for clues.



The dog built a snowman.

Reading Strategies

I look for smaller words hiding inside bigger words.



teacher
teacher


READING STRATEGIES

Reading Strategies

I can cut words up into syllables.


thun der ing

thundering




Reading Strategies

I listen to the words as I read them, to see if they make sense.



Reading Strategies


I read on to see if I can make sense of a word I don't know.



FF

Reading Strategies

I use the punctuation to help me make sense of what I am reading.



Help! Please, can you help?

Reading Strategies

I look to see if the word looks similar to one I already know.



could would
I should go and...

Phonics

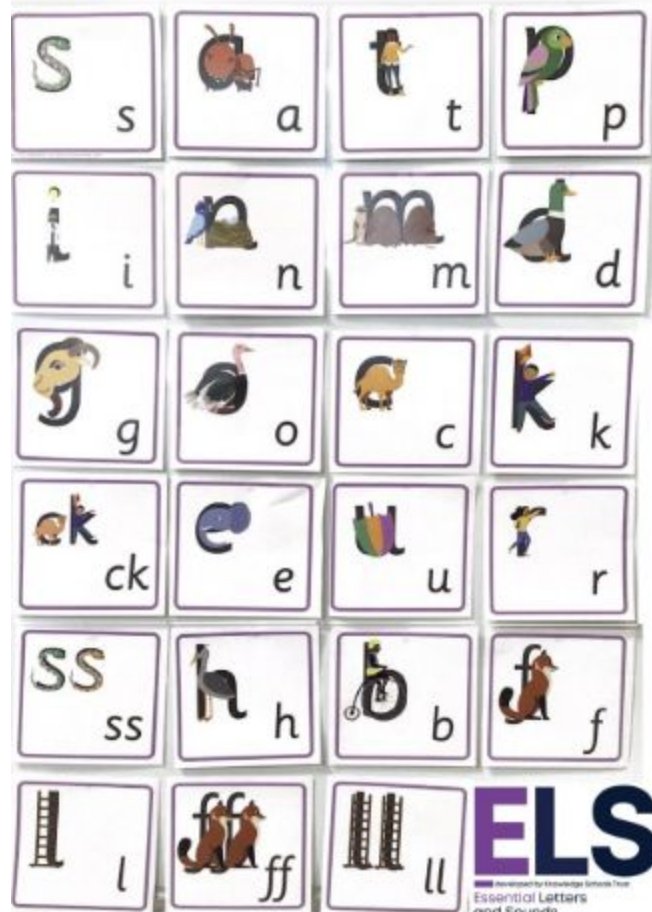
What is phonics?
How do we teach it?

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What is phonics?

1. How sounds are represented by written letters. For example, they will be taught that the letter 'm' represents an *mmm* sound.
2. How sounds can be blended together to make words. For example, they will be taught that the sounds of the letters 'c-a-t' blend together to make the word 'cat'.
3. It is just one of the many strategies that we use to teach early reading.

Phase 2 Phonics Mat



*In the back of
your child's
reading record.

Phase 3 Phonics Mat

 j	 v	 w	 x	 y
 z	 zz	 qu	 ch	 sh
 th	 ng	 nk	 ai	 ee
 igh	 oa	 oo	 ar	 ur
 oo	 or	 ow	 oi	 ear
 air	 ure	 er	 ow	

phoneme

A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

grapheme

Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

digraph

Two letters which together make one sound e.g. ee, oa, ea, ch, ay.

There are different types of digraph:

- **Vowel digraph:** a digraph in which at least one of the letters is a vowel, for example; boat or day.
- **Consonant digraph:** two consonants which can go together, for example shop or thin.
- **Split digraph** (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.

trigraph

Three letters which go together make one sound e.g. ear, air, igh, dge, tch.

blend

Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.

segment

This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.

In ELS we call tricky words ‘harder to read and spell words’

tricky words

Words that are difficult to sound out e.g. said, the, because.

s Pure Sounds

*It is **extremely important** to pronounce sounds correctly. This video link is already on the website and shared on Newsletter, to explain and demonstrate this.

Oxford**OWL**



How to pronounce
pure sounds

pure sound

Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

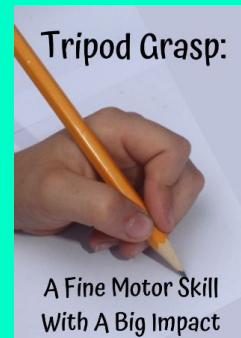
Handwriting- letter formation and pencil grip

- We will consistently support your children with holding a pencil using a tripod grip.
- Gently supporting your child to form their letters with greater accuracy.
- Name writing- gently reminding children to use a capital for the first letter and lowercase for all other letters in their name (ChArliE- Charlie)

Beaver Road – Agreed script to explain how to write the letters of the alphabet

a - Start at the top Round like a c, up down and flick	n - Start at the top Straight down, bounce back up, nearly at the top, bridge and down
b - Start at the top Straight down, bounce back to the middle. Round big belly (Clockwise)	o - Start at the top Round like a c and back to the beginning
c - Start at the top Round like a c	p - Start at the top Straight down, bounce back up, nearly at the top, curve back round to the middle
d - Start at the top Round like a c, up tall, down and flick	q - Start at the top Round like a c, up, straight down and kick
e - Across, over, round like a c	r - Start at the top Straight down, bounce back up, bridge and stop
f - Start at the top Start like a c, straight down, swing like a g and cross	s - Start at the top Round like a c and curve, back round the other way
g - Start at the top Round like a c, up, down and swing like a g	t - Start at the top Straight down and flick, lift and cross
h - Start at the top Straight down, bounce back up to the middle and bridge.	u - Start at the top Down, round and up to the top, down and flick
i - Start at the top Straight down, flick and dot	v - Start at the top Slide down, slide up

j - Start at the top Straight down, swing like a g, lift and dot	w - Start at the top Slide down, slide up, slide down, slide up
k - Start at the top Straight down, bounce to the middle, loop and kick	x - Start at the top Slide down, lift and cross
l - Start at the top Straight down, flick	y - Start at the top Down, round and up to the top, down and swing like a g
m - Start at the top Straight down, bounce back up, nearly at the top, bridge and down, back up, bridge and down	z - Start at the top Across, slide down and across





PENPALS For Handwriting: Information For Parents

Pattern practice and 'play' writing are an important part of handwriting development. Your child will be practising letter formation in a number of exciting ways: in sand, using paint, in the air, on the interactive whiteboard and iPads, as well as on paper with a pencil!

When your child is ready for letter formation, ask these questions:

Where does the letter start?

Does it have an ascender? (b,d,f,h,k,l,t)

Is it a short letter? (a,c,e,i,m,n,o,r,s,u,v,w,x,z) Does it have a descender? (f,g,j,p,q,y)

The lower case letter is introduced in four family types:

The family of long ladder letters

l i t u j y

l i t u j y

The family of one-armed robot letters

The family of curly caterpillar letters

c a d o s g q e f

c a d o s g q e f

The family of zig-zag monster letters

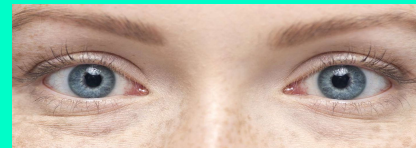
N Maths



- In Reception, we use Mastering Number which has been created by NCETM to support our teaching and learning of maths.
- We have four sessions per week, each session has a clear structure and we then incorporate elements of the teaching and learning for that week into our continuous provision.
- Mastering Number has clear progression, takes careful and well thought steps to embed and build key skills that will enable your children to have greater fluency and deeper mathematical knowledge and understanding throughout their school journey.
- Number Blocks- important element of Mastering Number
- Routines- counting, self registration on tens frames, use of numbers in the environment so that the children become familiar with number.



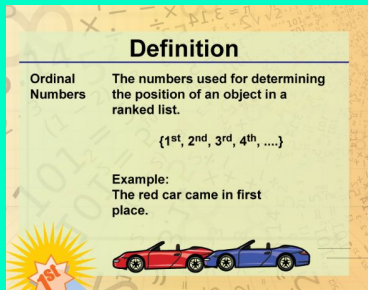
Maths- subitising



“Fast eyes to subitise”

- We will begin by teaching the children the concept of subitising.
- Subitising is knowing how many there are in a small group of objects by just looking and knowing straightaway without needing to count. We will introduce the children to the idea of having “fast eyes to subitise.”

Maths- Counting, cardinality and ordinality.



- We then move onto counting, cardinality and ordinality.
- We teach this in practical ways to support the children with the understanding that **anything** can be counted.
- In school, we will introduce the children to a maths puppet. Last year, we had 'Marty Maths.'
- Make deliberate mistakes when counting. This will enable your children to explore misconceptions without challenging their confidence.

*Cardinality- the idea that the last number in the count tells us how many there are altogether.



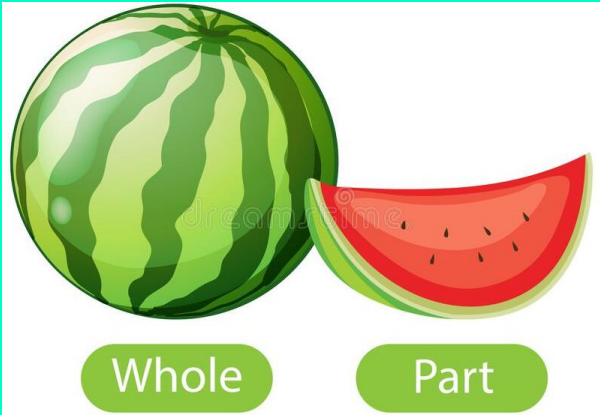
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Maths- Composition whole and part

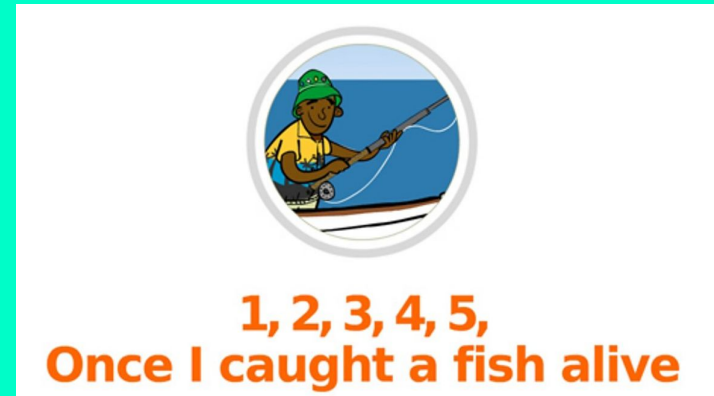
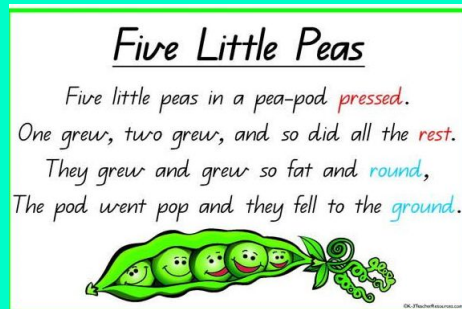


Part of me

Whole of me



Maths- the power of rhyme and song



Maths-

Mathematics

Number ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

- At the end of the Reception year, we will assess your children using the Early Learning Goals. Mastering Number covers all aspects of the Early Learning Goals for Number and Numerical Patterns. We were so pleased with the outcomes for our children last year.
- There is no longer a shape, space and measure Early Learning Goal, BUT it is still an integral part of your child's learning and development. We continue to explore shapes, time-days, months, spatial reasoning, etc.

H

What is



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SchoolGrid



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PPA Day – Monday





Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
Low	Happy	Wobbly	Angry
Running slow	Good to go	Caution	STOP!
Unhappy Tired Withdrawn Tearful	Positive Proud Calm Focused	Excited Nervous Frustrated Annoyed	Mad Furious Yelling Aggressive



s Practical take-aways...

Books are changed on Friday. Book bags are required.

Please pre order lunches at home

Lost property

PE happens on Monday

Please ensure all items of clothing are named

Newsletters come out twice per half term

Please check Tapestry for observations and add your own!