

Welcome to our

Reception

Curriculum

18



RESPONSIBILITY
OF PARENTS



Aims of induction- to help support our parents to better understand the EYFS curriculum in Reception at Beaver Road with a focus on early reading, phonics and maths.

- Welcome**
- Areas of development**
 - Yearly overview**
 - Weekly timetable**
 - Reading**
 - Phonics**
 - Handwriting**
 - Maths**
 - Tapestry**
- Learning at home**
 - Q and A**

Areas of Learning and Development

Prime Areas

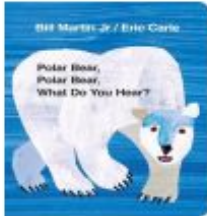
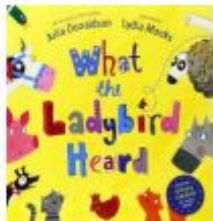
Personal, Social and Emotional Development	Physical Development	Communication and Language
• Self- Regulation • Managing Self • Building Relationships	• Gross Motor Skills • Fine Motor Skills	• Listening, Attention and Understanding • Speaking

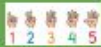
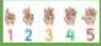
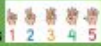
Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
• Comprehension • Word Reading • Writing	• Number • Numerical Patterns	• Past and Present • People, Culture and Communities • The Natural World	• Creating with Materials • Being Imaginative and Expressive

Reception Long Term Overview 2025/ 26

Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Autumn 1 What makes me happy and healthy? Global Goal Link - Good Health and Well-Being	Autumn 2 Where in the world do animals live? Global Goal Link - Life on Land Life Below Water	Spring 1 What makes a good toy? Global Goal Link - Industry, Innovation and Infrastructure Responsible Consumption and Production.	Spring 2 What happens on the farm? Global Goal Link - Life on Land and Responsible Consumption and Production	Summer 1 How can I be a change-maker? Global Goal Link - Gender Equality and Peace Justice and Strong Institutions	Summer 2 What goes up, up and away? Global Goal Link - Sustainable Cities and Communities
Planning around quality text.	1. These Feelings (Think Equal) 2. The Weather Inside Me (Think Equal) 3. The Rainbow Fish 4. Coming to England 	1. Polar Bear, Polar Bear. 2. The Moose is Mine 3. Anansi 	1. Lost in the Toy Museum 2. Where's my Teddy? 3. All Aboard the Toy Train (poetry) 	1. What the Ladybird Heard 2. Farmer Duck 3. Squash and a Squeeze 	1. Martha Maps it Out 2. Here We Are 3. What Did the Tree See? 	1. Whatever Next 2. Amelia Earhart Story 3. Stanley's Stick 
ADDITIONAL TEXTS. Enjoyment for reading - quality fiction and non-fiction.	• Yoga for Kids • The Lion Inside • It's OK to be Different • Riley Can Be Anything	• Leaf Man • Dear Zoo • Stick Man • Handa's Hen • Handa's Noisy Night	• Toys Around the World • Toy's in the Past by Joanna Brundle	• What the Ladybird Heard Next? • A Squash and a Squeeze	• My Mum is a Superhero • Michael Recycle • Elliot Midnight Superhero	• How to Catch a Star - Oliver Jeffers • Goodnight Spaceman -

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:50–09:00	Welcome, registration and morning challenge				
09:10 - 09:30	Rec & Y1 Assembly 	ELS Phonics Essential Letters and Sounds 			Celebration Assembly 
09:30-10:15	*Freeflow to begin @10am 	Guided Reading/Deliberate Practise Handwriting and class based activities 			Book change
10:15-11:20	Freeflow to end at 11:10	Freeflow adult led activities and continuous provision			
11:20-11:30	Tidy at 11:10-11:20*	Tidy indoor and outdoor provision			
11:30-12:00	ELS Phonics 11:20-11:40 	English 	Maths 	English 	ELS Phonics 11:30 
12-12:10	Lunchtime routines- wash hands/story				
12:10-1:10	Lunch time				
1:10-1:30	PPA	Year Group Assembly	English 	UW/EAD 	Maths 
1:30-2		Class based activities			
2-2:30		Freeflow adult led activities and continuous provision			
2:30-2:40		Tidy indoor and outdoor provision			
2:40-3		Maths 	Think Equal	Maths 	UW/EAD 
3:00-3:10	Storytime				
3:10-3:20	End of day routines				



READING

Cultivating a love for reading...

Be a brilliant role model - share your love of reading- let your child see you 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

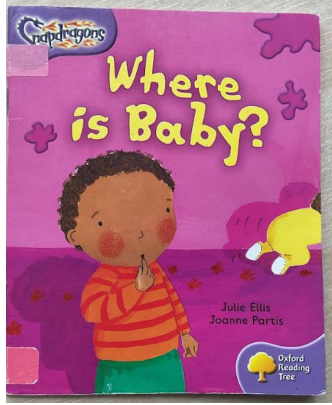
Do lots of reading when you are out and about



In school...

- Weekly Guided Reading sessions
- Group reading where teacher will model reading strategies.

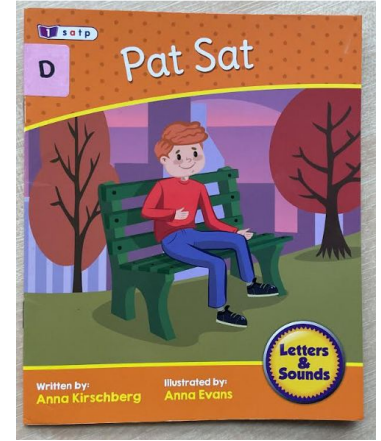
READING- your child's 3 books



Colour banded non-decodable book. Your child will need to use other reading strategies when reading this text.

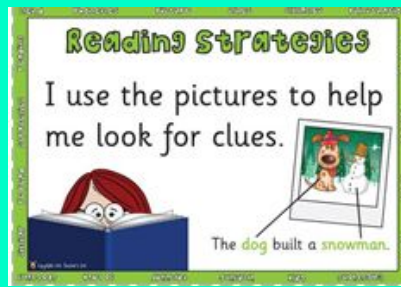


Library book chosen by your child.

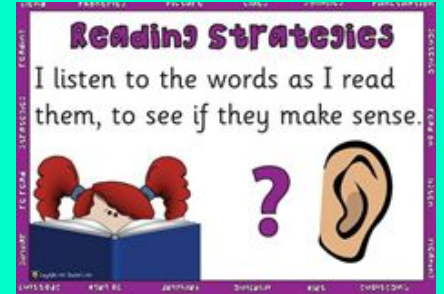


Phonic book- This should be a book where your child has encountered at least 90% of the sounds.

Oxford Reading Buddy



READING STRATEGIES



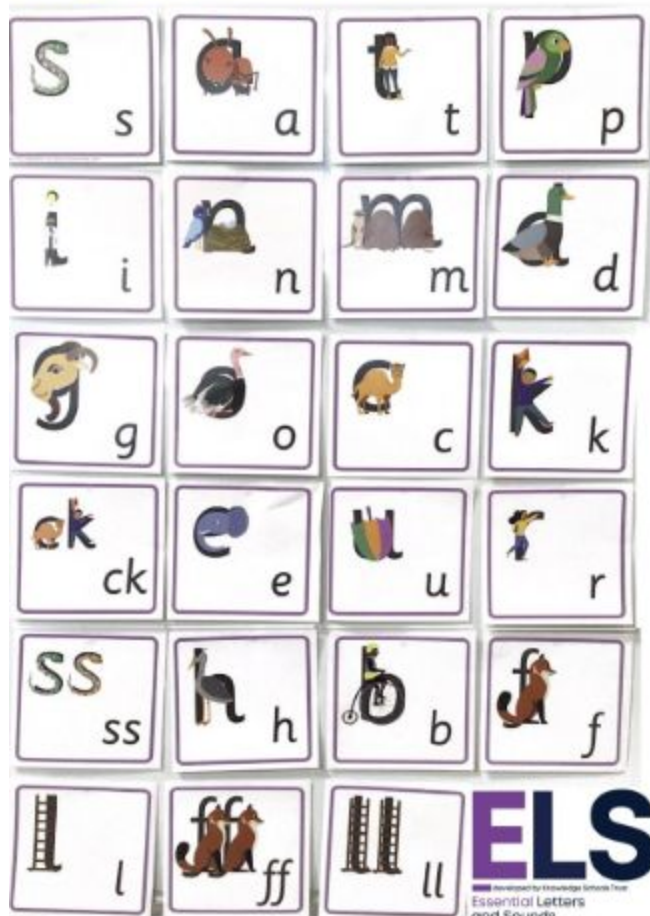
Phonics

What is phonics?
How do we teach it?

What is phonics?

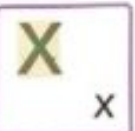
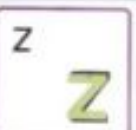
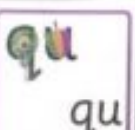
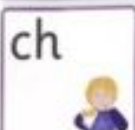
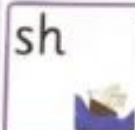
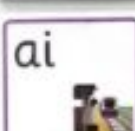
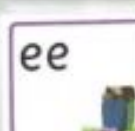
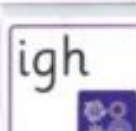
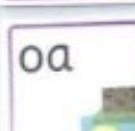
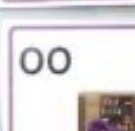
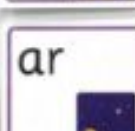
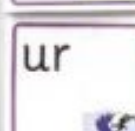
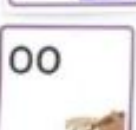
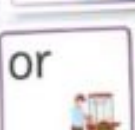
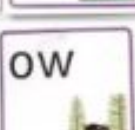
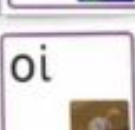
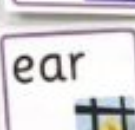
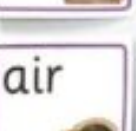
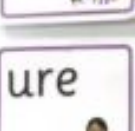
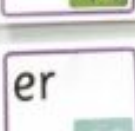
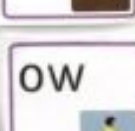
1. Matching the sounds of spoken English with individual letters or groups of letters.
2. How sounds are represented by written letters. For example, they will be taught that the letter 'm' represents an *mmm* sound.
3. How sounds can be blended together to make words. For example, they will be taught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

Phase 2 Phonics Mat



*These will be stuck into 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.

Pure Sounds

*It is **extremely important** to pronounce sounds correctly. This video link is already on the website and shared on learning at home grid.

*After a Phonics assessment, we will send home any sounds/harder to read and spell words that your child has gaps with to practise at home.

OxfordOWL



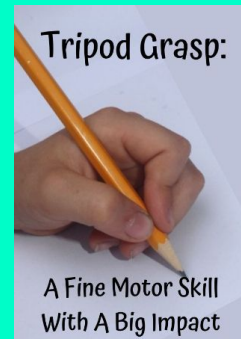
**How to pronounce
pure sounds**

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)
- We will send home the letter formation patten that we use.

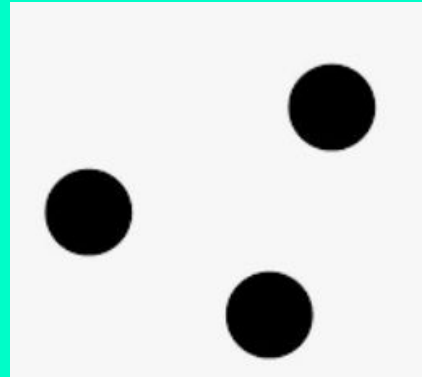


Maths- subitising

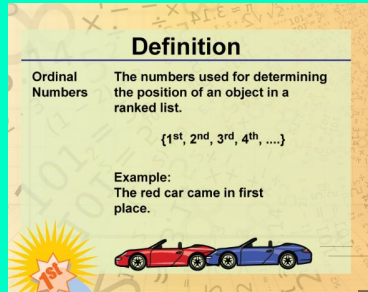


“Fast eyes to subitise”

- 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.



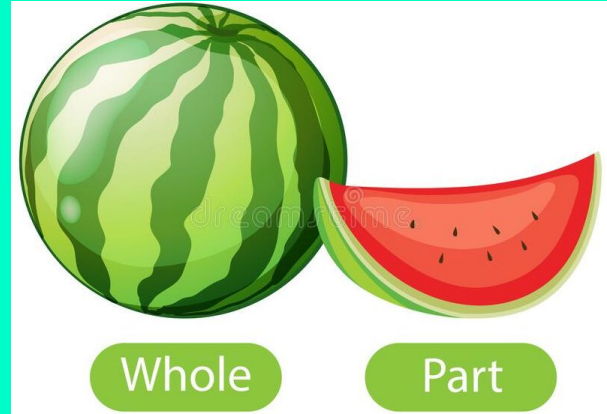
Maths- Composition whole and part



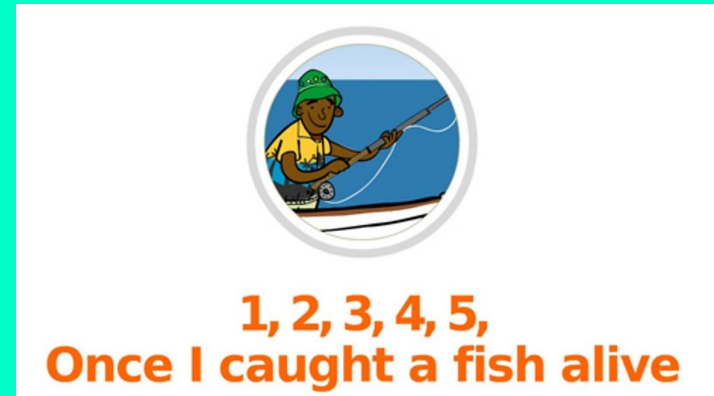
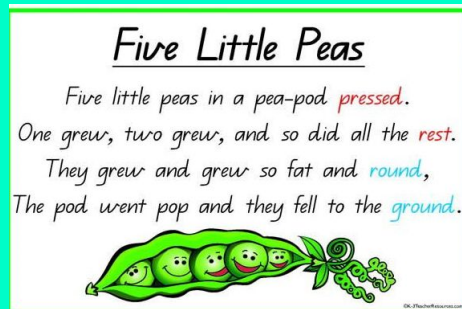
Whole of me



Part 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.
- There is no longer a shape, space and measure Early Learning Goal, BUT it is still an integral part of the curriculum and your child's learning and development. We continue to explore shapes, time- days, months, spatial reasoning, etc.

What is



?

Learning at home grid-

 Learning at Home Grid: Reception Autumn 1 What makes me happy and healthy?		
Early Years Daily reading at home not only promotes a love of reading and is a chance for quality time together, but it has a hugely positive impact on your child's learning in all areas. We aim to do 10 minutes each day. We welcome your reading videos, audio clips or comments on Tapestry.	Maths - Number Count anything and everything! Support your child by making counting fun. Can they count grapes on their plate, how many teddy bears they see on the way to school etc? Support your child to use 1:1 correspondence (counting objects one by one). Keep counting objects within 10 and encourage your child to show you the total amount on their fingers. 	Health - Healthy Habits Use a teddy to explore the position of objects. Can your child place their objects next to a chair, underneath, behind, in front etc. Are they able to use language such as in front, behind, next to when describing the position? 
Our home learning grid explains the activities you can do at home. We list items that will complement your child's learning in the classroom. We look to celebrate each child's learning at home in class through Tapestry. Please upload to allow us to do this.		
English and Phonics We have enjoyed reading the real Tigger based People by Benjamin Zephraoui.  Read your child's copy of the book at home. Talk about who their important people are. Are they able to draw and label a person? They could upload a short video onto Tapestry to tell their friends about their important people. We will be starting our Phonics programme this half term. Support your child to see the sounds c, a, t, p, l, n, m and d in the environment. Talk to them about the initial sounds that they can hear in words. Help your child by hearing the pronunciation of pure sounds. https://www.soundsoundsounds.com/sound-by-sound.html	Mathematics Your child could play a game that we use in school to support practicing counting. https://www.twinkl.com/resource/twinkl-counting-100-dot-marker Teddy Numbers 	Science & Nutrition As our topic is 'what makes me happy and healthy?' your child could help prepare a healthy snack or meal. Are they able to cut some fruit with support? Encourage your child to create a list of ingredients and use the sound and stick into their reading diaries to support them with forming the initial sounds in words. 
Geography: History and Understanding of the World Geography - Learning time with others can help us to build a healthy and happy mind. What does your family look like? Are there different languages spoken in your family? Do you have friends and family that live in different places? Use this as a discussion point and please share on Tapestry if you would like to. 	Art Create a portrait of your family/significant people in your home. 	Physical Development Precise moving in different ways, if playing in the park, is your child able to move sideways along equipment? Are they able to climb? Encourage your children to use their upper body to help them climb and explore all of the equipment building and support their grossly in all areas of physical development.  Refer to the Better Read Better Foundation, print out in your child's reading record help them to trace and practice forming letters.



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



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!

Parents evenings Monday 10th November and Wednesday 12th November

Phonics workshops:

