



Reception Curriculum Evening

Wednesday 23rd September





Assessment and the Early Learning Goals



- We follow the Early Years Foundation Stage framework and the Development Matters guidance.
- Both documents ensure that we cover the learning and development requirements for Reception.



The Early Years Foundation Stage (EYFS)

- There are 7 Areas of Learning in the Early Years Foundation Stage (EYFS), which activities are planned around:
 - ❖ Personal, Social and Emotional Development
 - ❖ Physical Development
 - ❖ Communication and Language
 - ❖ Literacy
 - ❖ Mathematics
 - ❖ Understanding the World
 - ❖ Expressive Arts and Design
- The first 3 Areas of Learning are the **Prime Areas** and the others are the **Specific Areas of Learning**.



Assessment

- Observational assessments are gathered throughout the year from a balance of child-initiated and adult-directed activities.
- Assessment information is shared during Parents Evenings, informal discussions, Tapestry and individual school reports.
- Information needs to be shared between home and school in order to develop a full picture of a child's strengths, weaknesses, likes and dislikes.
- At the end of year, you will also receive a school report that will indicate whether your child is working at an **emerging** level or at the **expected** level of development for their age.



Statutory Assessments

- There are 2 statutory assessments that must take place during Reception.
 - Reception Baseline Assessment
 - The Early Learning Goals
- Reception Baseline Assessments take place during the first 6 weeks and focus on English and Maths skills.
- Children are assessed against the Early Learning Goals at the end of the year.
- The ELGs cover 7 Areas of Learning and assess children's attainment at the end of EYFS. There are 17 separate ELG's.



The Early Learning Goals

- Children are defined as having reached a 'Good Level of Development' at the end of the EYFS if they have achieved their ELGs in **Personal, Social & Emotional Development, Physical Development, Communication and Language, Literacy and Mathematics.**

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.	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.	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.
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.	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.
		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.



The Early Learning Goals

Activities to Try at Home

- Here are a selection of ideas and activities split into the different Areas of Learning that you can try at home. These activities are designed to teach and consolidate the skills that your child is learning in reception.

Communication and Language

- Read a range of books together, including non-fiction. Encourage your child to be curious and ask questions about things they want to find out more about or do not understand. You could pause at certain points in the book to check your child understands what has been read.
- Look back through photos and talk about previous experiences you have had together. Model how to speak in full sentences and use past tense language correctly. You could also talk about what you would like to do together in the future, to practise using future tense language.
- Encourage lots of talk at home by holding conversations. Start a conversation on a topic that interests your child, or pose an open-ended question, such as, 'What do you look forward to when you wake up?' Try to keep the conversation going through several back-and-forth exchanges, but try not to answer each time with another question, make comments in response too.
- Try and use new words throughout the day to expand your child's vocabulary. You could swap a word for another. For example, instead of saying 'it is a bright colour', you could say 'it is a very vivid colour'. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says 'I like apples', you could say, 'Yes, I like juicy, ripe apples too'.
- To also support language, model correct sentence structure and words to your child – instead of overcorrecting them. You can repeat words or sentences back to them in a natural way. For example, if your child says 'I bought a banana' say 'Yes, you bought a banana.'
- At bedtime, instead of reading a story, you could read some child-friendly poems. Encourage your child to discuss what they think the poem is about and talk about new words and their meaning.

Personal, Social and Emotional Development

- Discuss different feelings and try acting out various emotions for your child to identify. Also, recognise and talk about the feelings characters may be experiencing in the stories that you read together.
- Develop your child's confidence and independence by going to an unfamiliar park or soft play centre. Encourage them to try out new equipment they have not been on before.
- Using building bricks, try and create the tallest tower that you can together. If the tower falls, try again to rebuild it, sharing ideas on how you could work together to make it better.
- Plan some snacks or meals together and discuss the importance of healthy food choices and a balanced diet.
- Encourage your child to get themselves dressed on their own. Start by giving them a little bit of help with things, such as their top button or start off zips, until they can do this independently.
- Try playing some simple board or card games together to practise taking turns and waiting patiently for the next go. Additionally, use it as an opportunity to talk about rules and why these are important to follow when playing a game.
- Encourage your child to talk about their friends and build relationships with others. You could arrange opportunities to invite friends or family members round or meet up and play in an outside space together.

Physical Development

- Create a poster together on a topic that interests your child. Check to see if your child is holding their pencil in the right way when drawing pictures and writing words and sentences. For the majority of children, they should be holding their pencil with a three-fingered tripod grip to make writing easier and more comfortable.
- Practise using child-safe scissors to cut out images from magazines and catalogues, or cut out shapes drawn on pieces of paper. Show your child how to hold scissors in one hand correctly with their thumb in a position at the top, using their other hand to guide the paper.
- During mealtimes, encourage your child to cut up their own food using child-safe knives and forks. Start with soft food before moving to food that is slightly tougher. Alternatively, provide cutlery to practise cutting playdough.
- Draw some family portraits or pet pictures. Prompt your child to look at the details they need to add to their pictures and make sure they are taking care to be as accurate with their pencil as they can.
- As a family, try some different physical activities, such as dancing, playing football, going for walks, riding a bike or going swimming. This will help to develop coordination, strength and balance.
- Create your own obstacle course around the home or garden. Have things to balance on, jump over, run around and throw at a target, such as a ball of socks into a bucket.

Literacy

- Read a book together and pause at points throughout the story to discuss ideas on what your child thinks might happen next.
- Visit a local library and borrow some books to look at together. These could include storybooks, rhymes, poems, information books, comics and magazines. Encourage your child to retell you what has been read using their own words, but also words and phrases used in the books.
- Using small world toys, or yourselves, act out some favourite stories together using words and language from the story.
- Encourage your child to practise writing simple words and sentences using the phonic sounds that they know. You could give them different purposes for writing, such as writing a shopping list, writing a greetings card or a postcard, writing a sign for their creations, or writing some treasure hunt instructions.
- Practise identifying letter sounds in the environment. Look for letters you see when you visit different places and practise reading the words.
- Practise reading common exception words (tricky words or high frequency words) by making some word cards to play games with, e.g. bingo, memory, or snap. Also, encourage your child to read the words in funny voices to help make it more fun!
- Encourage your child to practise forming letters properly by writing using a range of different materials, such as pencils, chalk, crayons and pens. They could also try writing letters into a tray of sand or flour using their finger or try painting letters onto a pavement using a paintbrush and water.

Important Information

Gaining Independence:

- Name labels on everything please!
- Shoes, trainers and wellies- ensure that children can put them on independently (too tight, laces)
- Hand washing
- Toileting
- Dressing- practice putting on coats (zips, buttons)

Any Questions?

Autumn Timetable

	8.40am – 9.00am	9.00am – 9.20am	9.20am- 10.30am		10.30- 10.50 am	11.00am- 11.30am	Lunch time (11.30am – 1.00pm)	1.00pm – 1.20pm	1.20pm – 2.35pm	2.35pm - 2.50pm	2.50pm - 3.10pm
Monday	Registration/ Welcome Activities Morning Songs/ Lunch choices	9.00am Circle Time/ Carpet time	9.20am Free Flow Busy Play Literacy Linked (small group adult led activities)		10.30am Tidy Up Time Milk Time	11.00am Phonics Get Ready for Lunch		1.00pm Registration Mindfulness Whole Class Maths	1.20pm Free Flow Busy Play Maths Linked (small group adult led activities)	2.35pm Tidy up time/ Reflection Time	2.45pm Story Home time
Tuesday	Registration/ Welcome Activities Morning Songs/ Lunch choices	Literacy Carpet time	Free Flow Busy Play Literacy Linked (small group adult led activities)	10.15am- 10.30am LW Reading session 1	Tidy Up Time Milk Time	Phonics Get Ready for Lunch		Registration Mindfulness Maths	Free Flow Busy Play Maths Linked (small group adult led activities)	Tidy up time/ Reflection Time	Story Home time
Wednesday	Registration/ Welcome Activities Morning Songs/ Lunch choices	9.00am- 9.30am P.E. or L.W. Reading session 2	9.30am- 10.00am P.E. or L.W. Reading session 2	10.00am- 10.30am – Free Flow Busy Play	Tidy Up Time Milk Time	Phonics Get Ready for Lunch		Registration Mindfulness Art/ PP input	Play Projects / Kapow Art	Tidy up time/ Reflection Time	Story Home time
Thursday	Registration/ Welcome Activities Morning Songs/ Lunch choices	Literacy Carpet time	Free Flow Busy Play Literacy Linked (small group adult led activities)		Tidy Up Time Milk Time	Phonics Get Ready for Lunch		Registration Mindfulness Maths	Free Flow Busy Play Baking/ cooking activity	Tidy up time/ Reflection Time	Story Home time
Friday	Registration/ Welcome Activities Morning Songs/ Lunch choices	Values Assembly	Free Flow Busy Play Literacy Linked (small group adult led activities) Library		Tidy Up Time Milk Time	Phonics Get Ready for Lunch		Registration Mindfulness Maths	Free Flow Busy Play Forest School/ Nature Activity	Whole School Family Circle Time	Story Home time



Phonics and Reading

The journey to independent reading and writing begins with Phonics.

Books and doors are the same thing. You open them, and you go through into another world.

Jeanette Winterson

quoteancy



Phonics Workshop

- We are holding Phonics workshops on Thursday 1st October.
- During this time, we will give you some information about the teaching of Phonics and you will be able to join in with a Phonics session with your child.



Little Wandle Reading Practice Sessions

- Three Reading Practice Sessions per week.
- Children will read in groups.
- Each session in the week uses the same book that will be carefully aligned to the correct phonic stage for your child.
- **Session 1** – To practise decoding the book using their phonic knowledge and learning new vocabulary.
- **Session 2** – To read with prosody – reading with meaning, stress and intonation.
- **Session 3** – To develop comprehension and understanding of the text.
- Initial books will be wordless books until the children are confident enough with recognising sounds and blending them together to read words.



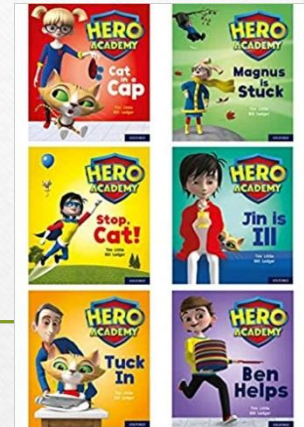


Reading at Home

<u>Book 1</u>	Little Wandle E-Book. This is the same book that your child will have read during their Reading Practice sessions that week. This book will be sent home after the three sessions in school. The aim of this book is to provide further consolidation and practice which is vitally important to help to develop children's fluency when reading.
<u>Book 2</u>	1 further phonic book from our school selection that aligns with the phonic phase that your child is working at. This book will enable your child to apply their phonic skills using sounds that they have recently learnt.
<u>Book 3</u>	1 library book that is read for enjoyment and an adult will share with them. This can be any book chosen from the school library.



Reading at Home



Weekly Reading Guide

Phonics Reading Book

Day 1: Introduce the book and talk about it. Adult to read the book and model how they follow the words from left to right, point to each word as they read it and read the pages in order.

Day 2: Child to read alongside an adult, sounding out (segmenting) and blending the sounds (phonemes) in any unfamiliar words.

Day 3: Child to read independently to an adult, sounding out and blending words where needed.

Day 4: Develop fluency by re-reading the book, aiming to reduce the amount of blending and segmenting needed.

Day 5: Aim to read the book independently with confidence and fluency. Please don't worry if you feel that your child has memorised the book. Encourage them to point at each word as they read as this will help them to visually recognise the words.

Each time you hear your child read, please could you date and sign in their Reading Diary and write a short comment about how well they read.

Important Information

Homework:

- Homework is set half-termly
- Homework is emailed, paper copy in book bags and an additional copy uploaded onto Tapestry
- Phonics activities- building words using the sounds that have been taught
- Reading (3 times per week)- please sign reading records
- Well-being and mindfulness

Important Information

Communication:

- Tapestry- at least twice per week
- Facebook - once per week
- Newsletters, medium term plans
- Website
- Always available to talk
- Email the school office

Important Information

Enhancements:

- Visits – Northern Stage, St. Nicholas' Church and Zoo visit
- Parent helpers are much appreciated!
- Themed days – World Book Day, Children in Need.
- Information about all our events will be emailed nearer the time.

OPAL

(Outdoor Play and Learning)

- Many play zones and opportunities
- Play Leaders and buddies
- Staff wear high vis jackets and carry first aid bags
- Lots of fun but can be messy!



Any Questions?