Reception Curriculum Meeting



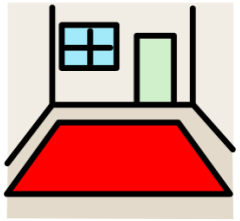
Aims of meeting

- To get to know the staff involved with your children
- To learn about general class routines and hopefully answer any questions you have.
- To learn about the Reception class curriculum.
- To find out ways in which you can help your child at home

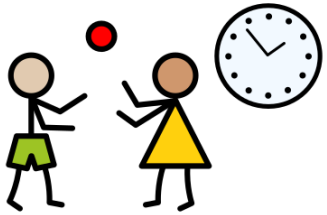



We are teaching and supporting the children to:
Be kind to new friends
Kind hands
Kind feet
Kind words
Respectful role-model
Attend group time
Good looking
Good listening
Good sitting
Self- help skills
Toilet and wash hands
Put on coats and put on wellies
Make secure relationships
Learning alongside others
Join key carer time
Listen to stories
Sing songs
Play games
Regulate feelings
Resilience
Remember a new routine
Follow new rules
Take turns
Look after our toys

Our Day


Carpet time

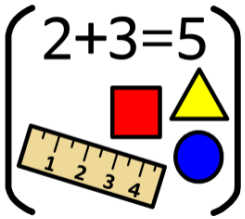

Messy play


Playtime



Phonics


Tidy up



Maths


Activities


Home time

What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.

- It is based on the recognition that children learn best through play and active learning.



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

Children should mostly develop the **3 prime areas** first. These are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

1. Literacy;
2. Mathematics;
3. Understanding the world; and
4. Expressive arts and design.





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.



Informal and formal opportinities






















Story telling
lost





Tom and the Island of the Dinosaurs






Read with your child – Research shows that the more you read together the better your child's levels in learning.







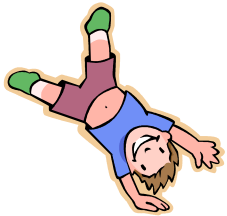
How many words children will have heard by the time they are five years old

- Never read to: 4662 words
- 1 – 2 times a week: 63,570 words
- 3 – 5 times a week: 169,520 words
- Daily: 296,660 words
- 5 books a day: 1,483,330 words



Science Daily (2019), quoted in the Reading Framework





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.



Gross motor skills



















Strengthening their fine motor skills/ pre-writing skills









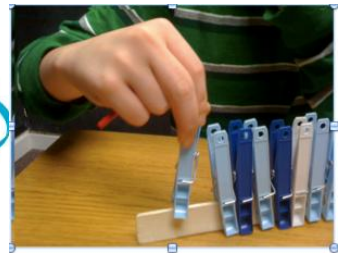


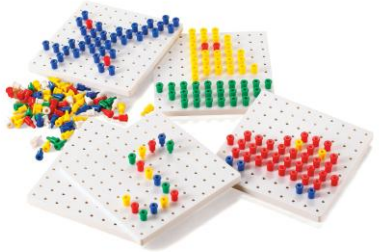


















Fine motor skills



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.

What Zone Are You In?

Green



Yellow



Blue



Red












The Happy Dog
Rules


Dogs have feelings too!





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, nonfiction, 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.

Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills e.g. **cat** can be sounded out for reading and spelling
- We use a synthetic scheme called **'Floppy Phonics'** as our teaching resource.
- Synthetic phonics is simply the ability to change a letter or letter group into sounds that are then blended together into a word.



Phoneme: The smallest unit of sound in a word.





Grapheme: The letter or letters that represent the phoneme.

a

Digraph: **two** letters that make the same sound.

or

igh

trigraph: **three** letters that make the same sound.

How many phonemes/sounds can you hear in:

Cat? Light?



How to say the sounds

- Saying the sounds correctly with your child is extremely important

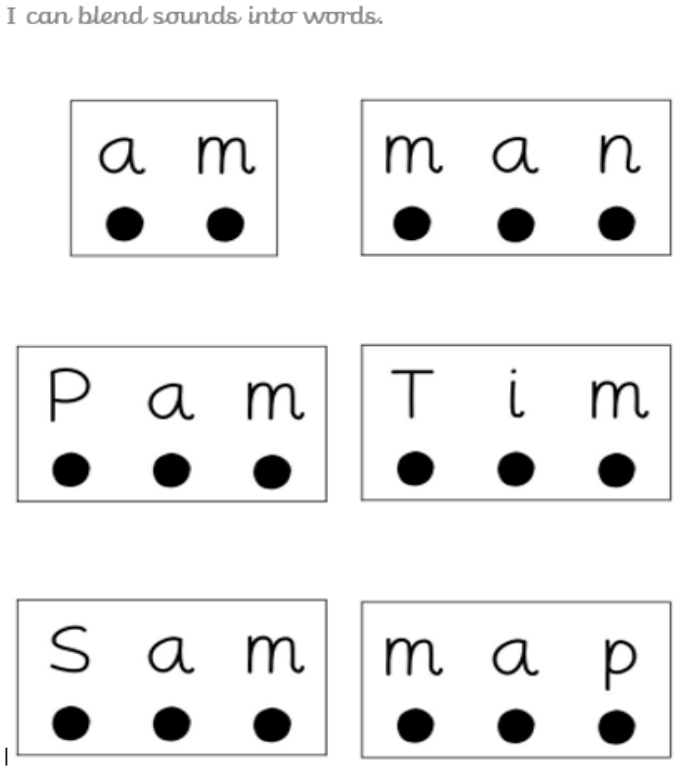
- We say the shortest form of the sounds – no uh
- Eg sssssssssss rather than suh.



Blending

Blending to read

- Putting the sounds together to read words

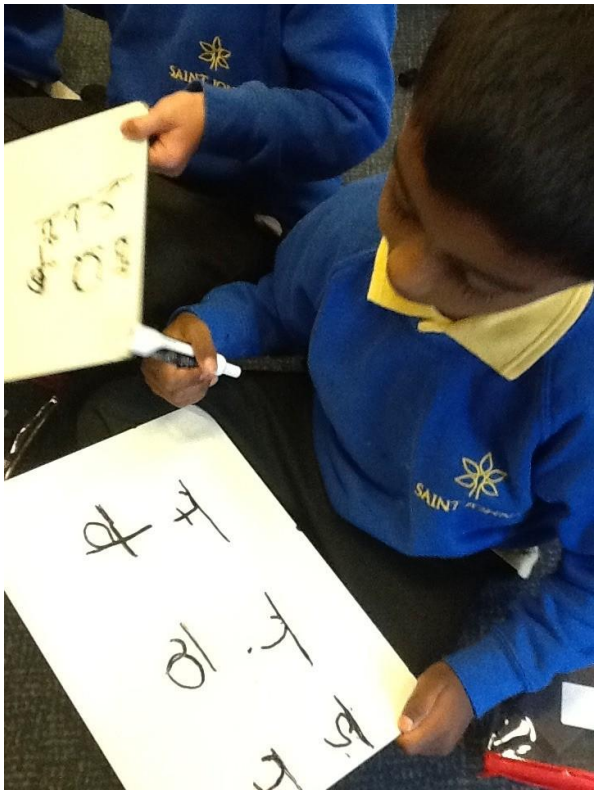


Segmenting

Segmenting to spell

- Splitting the word up into individual sounds





Common exception words

- Words that cannot be sounded out.

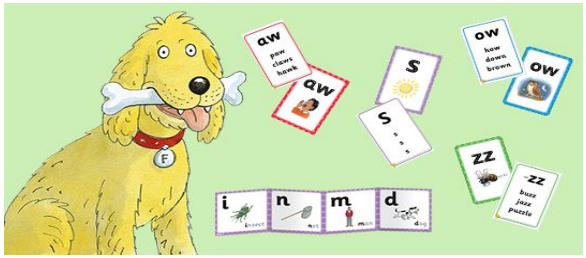
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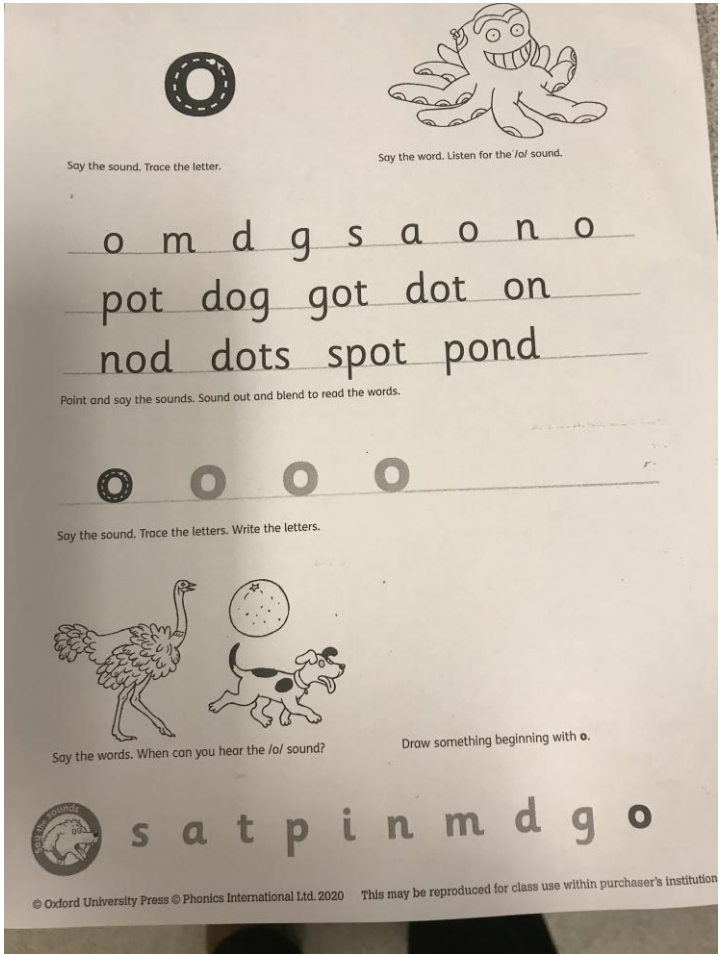
no go



Lesson format

- In each year group, phonic lessons follow the same format:
- Revise: The children will revise previous learning.
- Teach: New phonemes
- Practice: The children will practise the new learning by reading and/or writing the words.
- Apply: The children will apply their new learning by reading or writing sentences.





o

Say the sound. Trace the letter.

Say the word. Listen for the /o/ sound.

o m d g s a o n o

pot dog got dot on

nod dots spot pond

Point and say the sounds. Sound out and blend to read the words.

o o o o

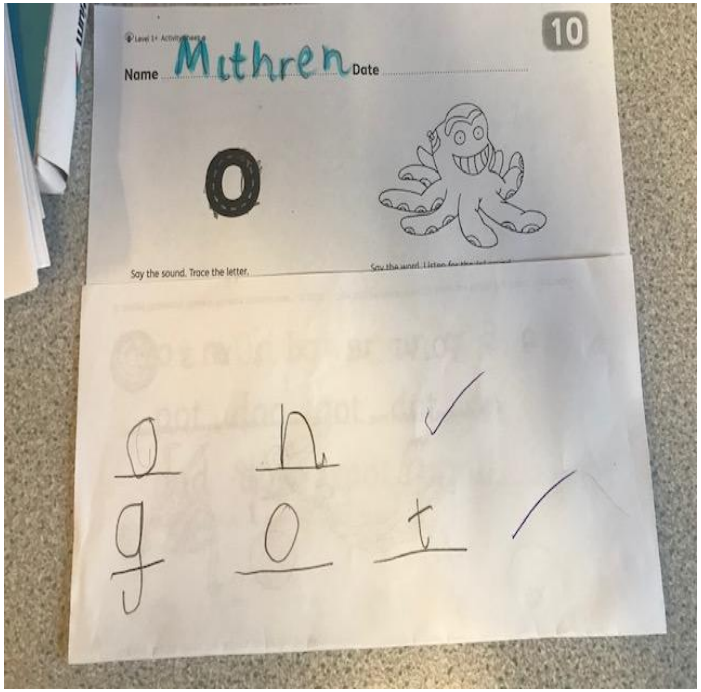
Say the sound. Trace the letters. Write the letters.

Say the words. When can you hear the /o/ sound?

Draw something beginning with **o**.

s a t p i n m d g o

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Name Mithren Date

10

o

Say the sound. Trace the letter.

o n ✓

g o t ✓





lovely

21/7/23

/ng/ /ngu/ -nk -ngu

I think I have a posh pink ring that fits me.

The king flings his drink and bangs on the gong!

I think I have a posh pink ring that fits me.





World Nursery Rhyme Week

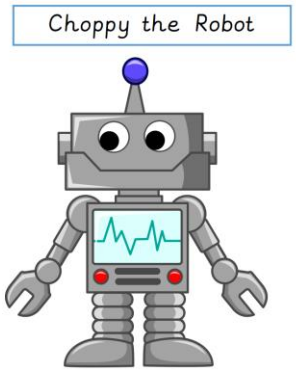


WORLD®
Nursery Rhyme Week



How can I help at home?

- Sing an alphabet song together and plenty of nursery rhymes
- Play **'I spy'**
- Play blending games for reading eg resources that are handed out
- Read and share lots of stories together







Reading Books

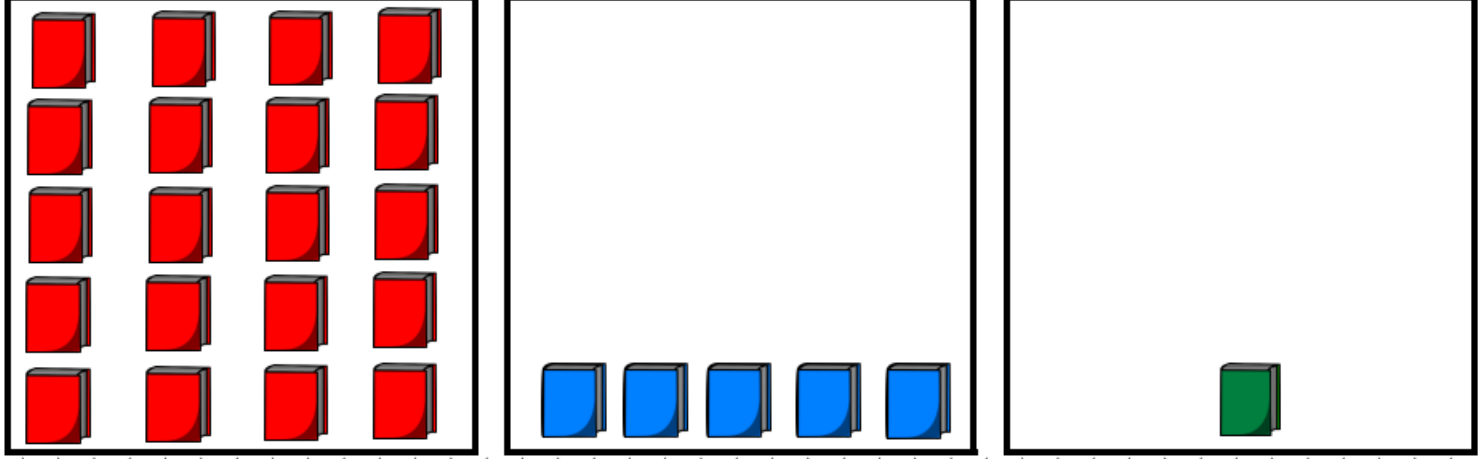
- Children will start off with a sharing book. Once they are able to blend and segment, they will be given a reading book.
- Please do not put water bottles in with your child's sharing/reading book.
- You have a home/school diary to record comments in, when you share/read a book with your child.



THOSE WHO READ SUCCEED!

Why read 20 minutes at home?

Child A Reads	Child B Reads	Child C Reads
• 20 minutes per day	• 5 minutes per day	• 1 minute per day
• 3,600 minutes per school year	• 900 minutes per school year	• 180 minutes per school year
• 1,800,000 words per year	• 282,000 words per year	• 8,000 words per year



If they start reading for 2 minutes per night in Reception, by the end of primary school, child A will have read for the equivalent of 60 school days, child B will have read for 12 school days and child C will have read for 3.

Want to be a better reader? Simply read!

Kinetic letters

Red Strand...Making Bodies Stronger

Penguin



Stand tall with feet together, arms by your sides.

Bear



Sit with knees bent, feet together, and hands on your knees.

Meerkat



Kneel tall with hands by your sides.

Lizard



Lie on your tummy, arms on the floor, and lift your chest up.

Lion



On your hands and knees, with your back flat like a table.

SAINT JOHN'S

Green Strand...
Holding the Pencil

- Point the pencil at my tummy.



- Pick it up with my holding fingers.

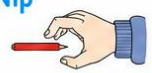


- Tip it back and lay it across my hand and pop my pillow finger underneath.



Nip, Flip and Grip!

Nip



Flip



Grip



THE CORRECT TRIPOD GRIP

Use three fingers to hold your pencil:

1. Thumb
2. Index finger
3. Middle finger



★ Let the pencil rest on the side of your ring finger.

WHY IT MATTERS

- Improves handwriting and control
- Helps with accuracy and legibility
- Reduces hand fatigue and discomfort
- Builds good habits for life!

HELPFUL TIP

★ Practice every day! Use a pencil grip or hair tie if you need extra help.



GRIPS TO AVOID



- **FIRST GRIP** — Too tight and hard to control.
- **TOO LOW** — Holding too close to the tip.
- **TWO FINGERS** — Not enough support and control.
- **TOO HIGH** — Harder to control your writing.
- **TWISTED GRIP** — Uncomfortable and hard to write neatly.

WE STRENGTHEN FINGERS

We strengthen fingers using dough and tweezers.



★ Good habits today, great handwriting tomorrow! ★

Yellow Strand... Kinetic Letters

Letter Trails for Early Writing

Build the moving, flowing movements needed for handwriting.

Step 1: Explore the Kinetic Letters

Use large, flowing body movements to make letter shapes in the air, on the floor or on paper.



Step 2: Letter Trails

Practise letter shapes using kinetic movements – lots of big, flowing, hands-on practice.



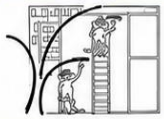
Step 3: Make it Stick

Move to smaller, more controlled letter shapes on paper, ready for writing.



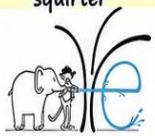
Other Kinetic Letters

Window cleaner family



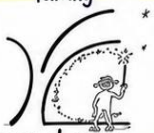
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Special squirter



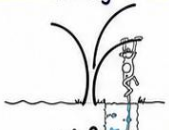
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Abracadabra family



c o a d s q g

Fisher family



y j f g

Jumper family



h b r n m p

Slider family



v w x z k

Top Tips:

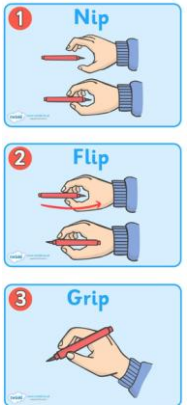
- ✓ Use arms and whole body to make the letter shapes.
- ✓ Keep movements big, flowing and relaxed.
- ✓ Practise in the air, on the floor, with sand or in paint.
- ✓ Make the trails before writing the letters on paper.

Writing at home

- Encourage children to lie in the lizard position to read, use technology, when colouring etc.
- •Practise the correct pencil hold with your child.
- •Strengthen fingers using dough, tweezers.
- •At the park encourage use of monkey bars etc. to build strength





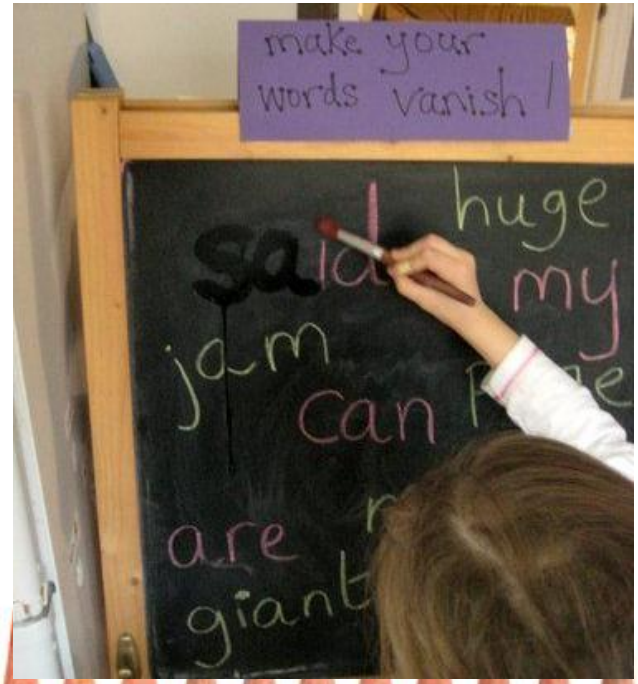


Make writing fun!





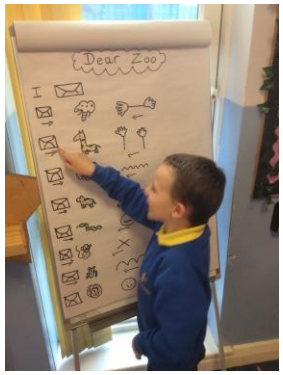






Talk for Writing

- Internalising the language of story by repetition, rhyme, use of a story map, and actions that reinforce meaning and emphasise key language patterns.
- Shared writing(whole class)
- Guided writing (small group)
- Individual writing.
- Daily phonics, tricky words.



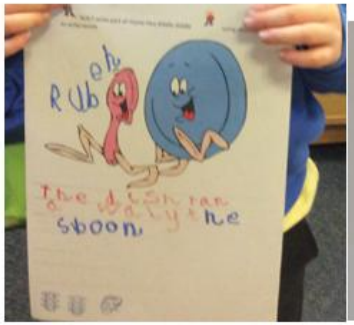


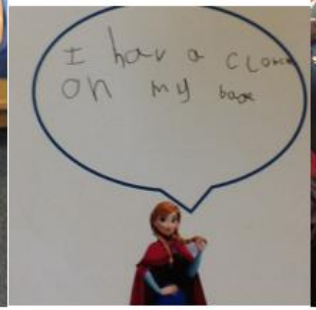



put the bed in




Rhyming Bingo


Rub
sboon.


I hav a
on my


The baby HIPPOS
had fun SPLASHING
and rolling
in the mud.

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.

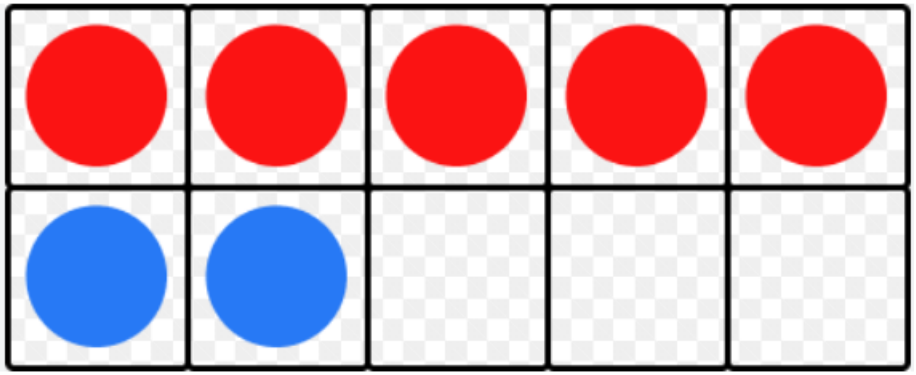


Subitising



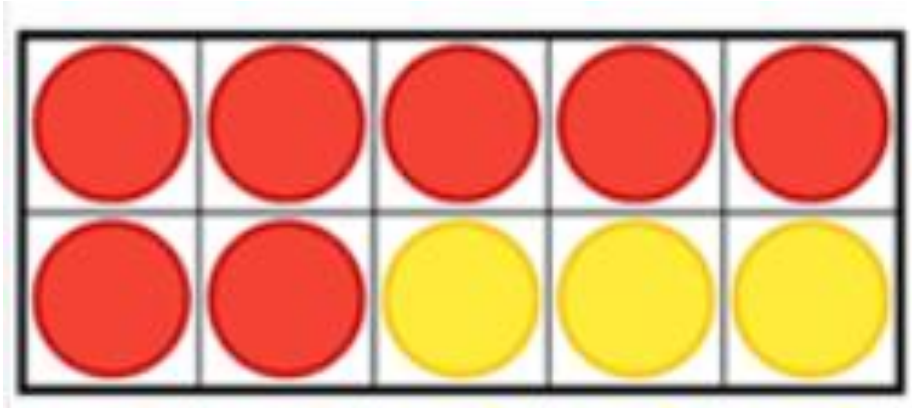









5+5












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.









Uniform

- Please ensure that your child's name is in all items of clothing, including shoes! This includes messy play clothes.
- P.E kit worn to school on a Monday, please.
- Your child will be taking part in lots of interesting and sometimes messy experiences, so may come home dirty! It is all part of the fun!







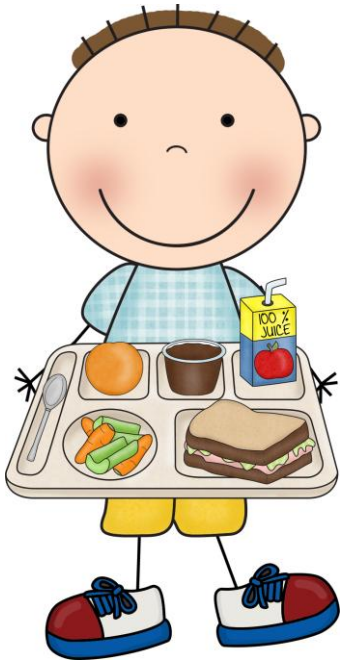
Medical Matters

- Any sickness, diarrhoea, must be followed by 48 hrs absence.
- Any absence requires a note or telephone call explaining why.
- Head lice are common! Please check regularly and treat as recommended.
- No medicines can be administered by staff unless a medical form has been filled out. Children with asthma will be helped to take their inhaler.



Snack Time and Lunch Time!





Class Dojo

The children love showing their photos!









General notices

- PE lessons on Monday
- Messy Morning on Friday
- Book change on Monday
- Bikes most days.





Screen Time for Early Years (EYFS)

What the DfE (Department for Education) Guidance Says

Screen time can be part of a young child's day, but it should be limited, high-quality and used alongside lots of other play and learning.



DfE Guidance for EYFS

The Department for Education recommends:

No more than 1 hour per day
For children aged 2 to 5 years, as a general rule.

Quality matters
Screen time should be purposeful and educational, not just passive viewing.

Co-viewing is best
Adults should watch and engage with children during screen use, talking about what they see and do.

Balance is important
Screen time should not replace physical activity, outdoor play, reading, talking and imaginative play.

Your Child's Screen Time: Tips

Keep it to around 1 hour or less per day
(across all devices).

Choose high-quality, age-appropriate content
that supports learning and curiosity.

Watch and talk with your child
to help them understand and get more from it.

Make sure screen time is balanced
with plenty of active play, talking, reading, creative and outdoor time.

Be consistent
and set clear limits to help healthy habits.

Remember

Screens are just one part of a rich and varied early years experience.
A healthy balance of screen time, play, learning and rest helps children grow, learn and thrive.



Source: Department for Education (DfE) guidance – Screen time and young children (EYFS)





Screen Time for Early Years (EYFS)

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SAINT JOHN'S

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How we use screens in school.



Showing children's photographs.
Children share and explore photos of their learning, experiences and friends.



Short educational clips linked to children's interests.
Engaging videos that spark curiosity, build knowledge and support learning.



Using interactive technology to enhance learning.
Interactive whiteboards and tablets to make learning fun, engaging and hands-on.

Remember

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