

RECEPTION CURRICULUM MEETING 2021

Welcome to Reception

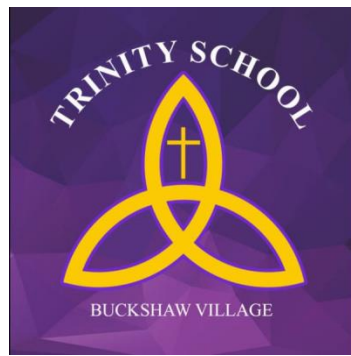
RS: Mrs Smith and Miss Corlett

RB: Miss Buxton and Miss Shaw

RH: Miss Zahran (Mrs Hunter -
maternity leave) and Miss Dassu

HLTA: Mr Conway

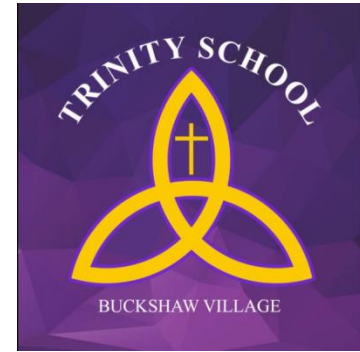
Please look on the school website
for information and updates, as
well as weekly blogs telling you all
about our learning.



This PowerPoint is intended to give you an insight into the Reception Curriculum and how we will support your child on this very important part of their school journey.

If you have any queries please email parentalconcerns@trinitybuckshaw.lancs.sch.uk and we will endeavour to answer your questions.

WHAT HAPPENS WHEN YOU CHILD ARRIVES AT SCHOOL?

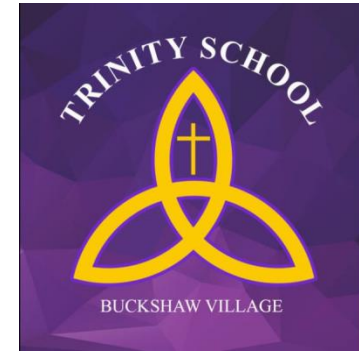


The children are developing greater independence. Thank you so much for preparing your child for school.

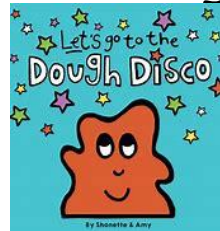
When your child comes into the classroom they take any relevant things out of their reading bags, before putting their bags in the correct box, then they put their water bottles and fruit into the class storage boxes. After that they hang up their coat and put their name card on the self-registration board. The teacher then takes a formal register.

Such a lot of things but already the children are able to do many of these things independently!

WHAT HAPPENS NEXT?



Everyday we all take part in 'dough disco'. Everyone has their own pot of playdough and we all do hand and finger exercises to music using the dough. This is to help us develop strong muscles in our hands and fingers to help us with our writing.



After 'dough disco' the children take part in 'Circle Time'.

CIRCLE TIME

Circle time follows dough disco and is similar to 'key person' time at nursery. The children are split into groups of approximately 15, each group is led by a teacher or teaching assistant from the Reception teaching team.

During these sessions the children spend time sharing experiences and learning, exploring personal, social and emotional development, focusing on communication and language skills as well as sharing news and special events.

These daily sessions form an essential part of your child's school day, enabling them to have some 'special time' with a familiar group of children and their circle time adult.

Please look at the website for our weekly circle time focus.

Marvellous Monday - 'News, news, news!'

If your child has done something amazing that they would like to share with their friends then Monday's circle time is the time to shine! Please send in certificates, rewards and photographs for your child to share with their group.

We will keep a copy to put in your child's learning journey.

If you are proud of something your child has done at home we would love you to write a note and send this in with your child so that we can add this to their learning journey.



INDEPENDENT, GROUP AND SUPPORTED LEARNING



Following circle time the children will then access the provision for their independent, group and supported learning.

Independent Learning

Children see this as playing, adults see this as endless opportunities to move learning forward.

The children are supported to challenge themselves and extend their current skills and learning - this is done by the provision of extra resources but mainly through the support of our skilful teaching team who are trained to question, challenge and prompt the children to be the best they can be.

Group Learning

Teachers plan and carry out small group teaching sessions, which are differentiated to meet the needs of every child within the group. During these sessions teachers monitor and assess learning, plug gaps, address misconceptions whilst ensuring all children are making progress.

The morning sessions focus on Literacy and Topic, whilst the afternoon sessions have a Mathematics focus.

Supported Learning

Teaching Assistants carry out planned activities and tasks to support the children's learning whilst working in the provision. The adults have specific challenges and targeted plans to ensure the children are working towards their personalised next steps.

THE 7 AREAS OF LEARNING

Our Reception Curriculum focuses on the Early Years Foundation Stage 7 Areas of Learning.

- **The 3 Prime Areas:**
- Communication and Language
- Personal Social and Emotional Development
- Physical Development

The 4 Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

MATHEMATICS IN THE EARLY YEARS FOUNDATION STAGE - RECEPTION

There are two aspects to Mathematics in Reception - Number and Numerical Patterns

Number

- Develop a deep understanding of numbers to 10
- Subitise (recognise quantities without counting) up to 5
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling 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 IN THE EARLY YEARS FOUNDATION STAGE - RECEPTION

There are three aspects to Literacy in Reception - Comprehension, word reading and writing

Phonics

Phonics is an integral part of both reading and writing. The children are taught phonics daily, initially this is done in their class however over time the children are streamed and taught phonics in ability groups by a member of the Reception teaching team.

- The children learn letter sounds and names - we teach the sounds using actions and rhymes
- Letter formation is important and part of our phonics sessions includes modelling correct letter formation
- The children are taught to segment and blend sounds in simple words to help them read and spell.
- They also learn 'tricky' and 'high frequency' words.

What you can do to help at home:

Use the actions to practice the sounds - your child will bring home a purple phonics booklet to help with this.

Sing nursery rhymes.

Create rhyming strings, e.g. cat, rat, hat, bat, pat

Make up silly sentences, for example, sid the silly sausage dog had spotty socks.

Play sound spotting games - encourage your child to listen and talk about the sounds they can hear.

This is a link to a video that demonstrates the correct way to pronounce each phonic sound -

<https://www.jollylearning.co.uk/resource-bank-old/learn-the-letter-sounds/>

LITERACY IN THE EARLY YEARS FOUNDATION STAGE - RECEPTION

Reading

Initially phonics forms a large part of teaching reading, over time and once the children become more confident we also work on story elements and understanding, language comprehension and different types of texts.

What you can do to help at home:

On Friday 1st October your child will bring home a reading book, this may be a wordless book, the purpose of this is to encourage your child to develop early reading skills, to be able to handle a book correctly, turn the pages, discuss the pictures, use story language to retell and make up stories.

In addition to this the children will also bring home some key words to learn to read - these are the names of the Oxford Reading Tree characters - Mum, Dad, Biff, Chip, Kipper and Floppy, please help your child to learn the names of the characters and to practise recognising and reading their names. We will also be working on this with the children in school, once your child can read the character names they will be given a book with the character names in. As the children learn the phonic sounds and the skills of segmenting and blending the books they bring home will increase in difficulty.

Your child will also have a yellow reading diary, please sign the diary when you read with your child at home.

They will need to bring their book and diary to school everyday.

LITERACY IN THE EARLY YEARS FOUNDATION STAGE - RECEPTION

Writing

Children develop writing skills at different rates, please encourage your child to draw pictures and make marks to represent writing.

In school

We celebrate all mark making attempts and encourage the children to talk about their writing.

Adults model the writing process

During group learning the children write with the support of an adult, they are encouraged to write the sounds they can hear in words

During independent learning mark making is included in as many of our areas of provision as possible, for example making a tall of farm animals, drawing models in the construction area, writing a shopping list in the home corner or a prescription in the doctors surgery.

Once the children are more confident with writing we encourage them to use the school handwriting script - Letterjoin (see print out sent home).

What can you do to help at home:

- Encourage correct pencil grip
- Model writing (shopping lists etc.)
- Practise name writing

BEHAVIOUR MANAGEMENT

In Reception we follow the whole school behaviour policy, the behaviour expectations are:

We always.....follow instructions
show respect for everyone
show respect for property
are ready to learn

Our positive behaviour management means that the children receive stickers, notes home and golden tickets as a reward for good behaviour choices and learning.

In Reception we also have a 'star of the day' in each class, your child will bring home a certificate if they are the star of the day as well as having a sticker.

In addition to this each class has a sun/star/cloud system, all children start the day on the sunshine, if they make good choices, such as being kind, listening well or they have worked hard with their learning, they will move their name onto the star. However if a child makes the wrong choice they will be asked to move their name onto the cloud. If this happens they are given opportunities to correct their behaviour and move their name back onto the sunshine.

Every Friday class teachers will choose one child to receive the head teacher's award and one child to receive the star of the week award, these will be presented to you child in class worship.

After the Christmas break the children are introduced to the whole school system of yellow and red sheets. Yellow sheets are issued to children who are not following our behaviour expectations, if a child is on the cloud and they continue to make inappropriate choices they will be given a yellow sheet and will have 'time out' from independent learning, if they continue with this they may be given a 2nd yellow sheet, which results in a visit to member of the senior leadership team, if a child is issued with a 3rd yellow sheet they are given a red sheet and Mrs Wright or Mrs Corrigan speak to the child and if necessary to the child's parent.

We hope you have found this PowerPoint useful, if you have any further queries, questions or concerns you can either:

◎ Email us:

parentalconcerns@trinitybuckshaw.lancs.sch.uk

◎ Ring the Brookwood Way Office

◎ Write us a note.

In addition to this please visit our school website and look at the information for Reception.