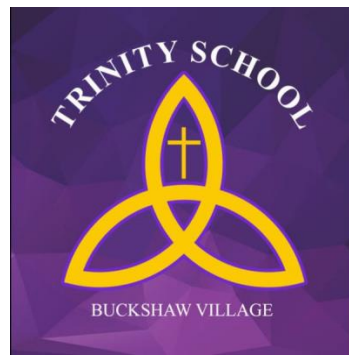
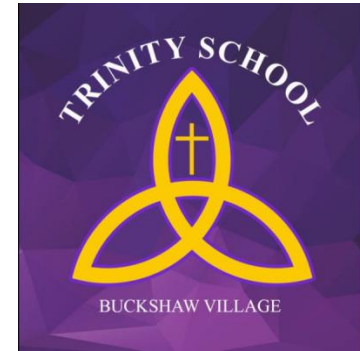


# Reception Curriculum Meeting 2022



- The school day
- The 'language' of school
- The Areas of Learning
- Mathematics in reception
- Literacy in reception
- Behaviour expectations

# What happens when your child arrives at school...



©Developing independence

©Reading bags, water bottles, fruit boxes, coats

©Self-registration

©Formal register



# What the school day looks like for your child.....



## Monday- Thursday

### AM

- ⦿ Whole class teaching session with a maths or literacy focus
- ⦿ Independent and adult led learning
- ⦿ Worship
- ⦿ Independent and adult led learning

## Friday

### AM

- ⦿ Celebration Worship
- ⦿ Whole class teaching session with a maths or literacy focus
- ⦿ Independent and adult led learning
- ⦿ Phonics

## Monday- Wednesday

### PM

- ⦿ Phonics
- ⦿ Guided Reading
- ⦿ Outdoor Maths

## Thursday and Friday

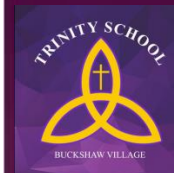
### PM


- ⦿ Topic (Understanding the World and Expressive Arts and Design focus)
- ⦿ Music

# What we learn...

Trinity Church of England/Methodist Primary School

Reception Progression of Skills & Curriculum Overview 2022-23



Area of Learning	Autumn 1 - Marvellous Me!	Autumn 2 – Festivals and Celebrations	Spring 1 – Fantasy and Adventure	Spring 2 – People Who Help Us	Summer 1 – Come Outside	Summer 2 – Around the World
<b>General Themes</b>	Starting School/ my new class/ New Beginnings Human Body How have I changed? My Family What I'm good at Being Kind Staying safe/ healthy Autumn	Diwali Bonfire night Birthdays Stick Man Christmas Traditional Tales Autumn	Traditional Tales Mermaids Pirates Dinosaurs Dragons Unicorns/my little pony Superheroes Chinese New Year	What I want to be when I'm older Fire, doctors/nurses, police, teachers, Dentists, opticians, Vets Spring Easter Traditional Tales	<u>Minibeasts</u> /Life cycles Come outside David Attenborough Happy Habitats Traditional Tales Bear Hunt Summer	Houses around the world Food around the World Animals around the world Traditional tales Oceans Space
<b>Possible Enrichment Activities</b>	Autumn trail Harvest Festival- Visit from Farmer Baby pictures from home	Panto or Theatre visit Nativity play Allday's Farm – Christmas visit Gingerbread Men baking Diwali day Remembrance Day	Theatre experiences/visits Festival and Adventure day Valentine's day Chinese New Year Celebration day	Pancakes – toppings Fire visit Dentist visit Ramadan (RE area) Easter bonnet/egg decorating competition	Creepy Crawly Roadshow visit Animal Art Week Walk to the park and a picnic Ugly Bug Ball Caterpillars	Food Tasting – different cultures Post a letter Zoo Trip Class celebration worship
<b>Communication and Language</b>  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, Talk Boost, speech and language interventions.	<b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important. <b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.  <b>Listening, Attention and Understanding:</b> 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. <b>Speaking:</b> 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.	<b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions. <b>Speaking</b> Children will use new vocabulary throughout the day.  <b>Listening, Attention and Understanding:</b> 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. <b>Speaking:</b> 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.	<b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more. <b>Speaking</b> Children will talk in sentences using conjunctions, e.g. and, because.  <b>Listening, Attention and Understanding:</b> 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. <b>Speaking:</b> 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.	<b>Listening, Attention and Understanding</b> Children will retell a story and follow a story without pictures or props. <b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.  <b>Listening, Attention and Understanding:</b> 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. <b>Speaking:</b> 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.	<b>Listening, Attention and Understanding</b> Children will be able to understand a question such as who, what, where, when, why and how. <b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.  <b>Listening, Attention and Understanding:</b> 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. <b>Speaking:</b> 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.	<b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges. <b>Speaking</b> Children will use talk in sentences using a range of tenses.  <b>Listening, Attention and Understanding:</b> 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. <b>Speaking:</b> 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.

- Curriculum overview (website)
- Themes and enhancements
- Enrichment – Life in all its fullness
- Areas of learning – skills and progression

# How we learn...



Whole class focused  
teaching sessions



Adult led or guided  
learning

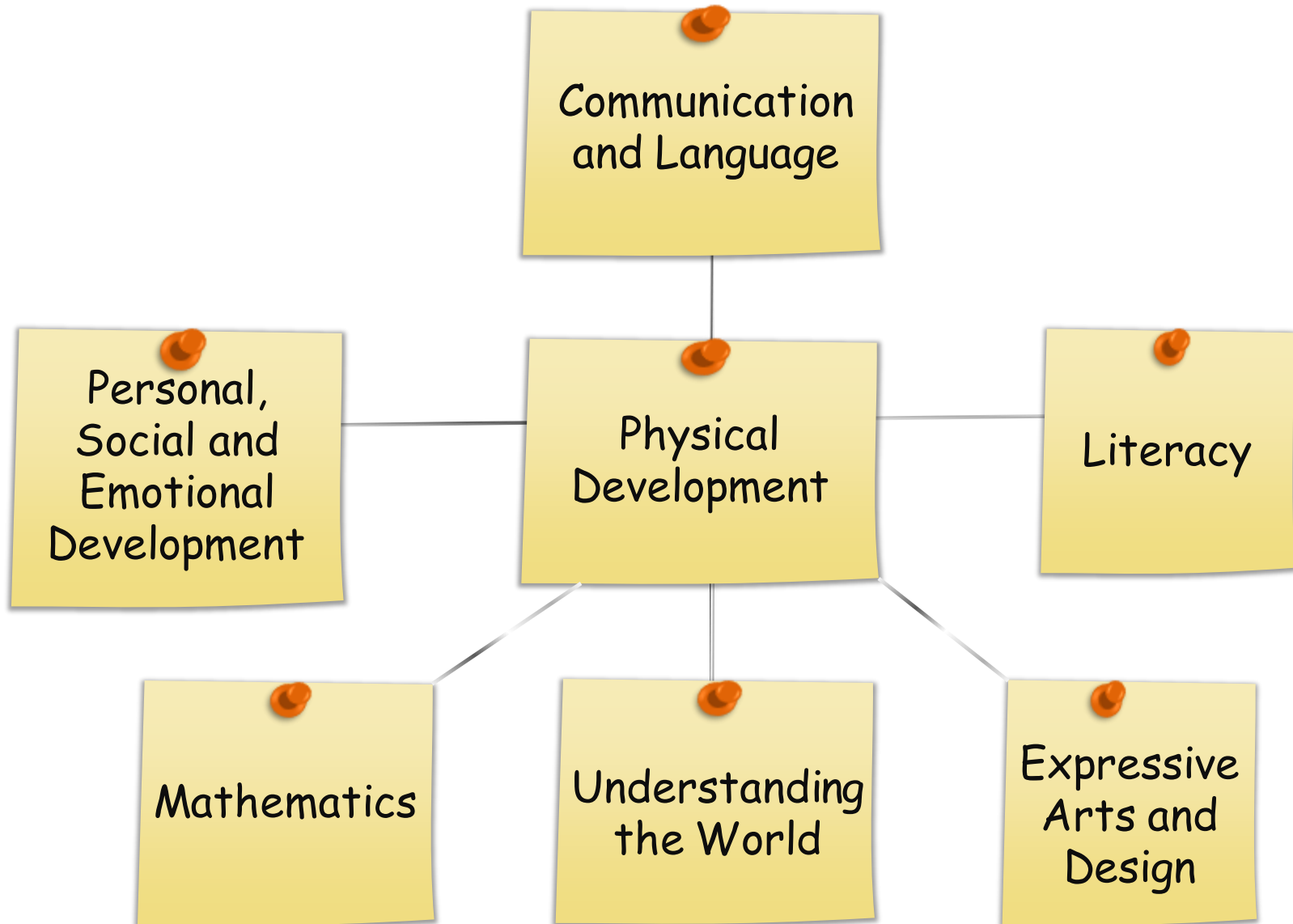


Supported  
learning



Independent  
learning

# The 7 Areas of learning



# Mathematics in Reception

## Number

Deep  
understanding  
of numbers to  
10

Subitise

Automatic  
recall of  
number bonds

## Two Aspects

## Numerical Patterns

Verbally  
count beyond  
20

Compare  
quantities

Explore and  
recognise  
pattern

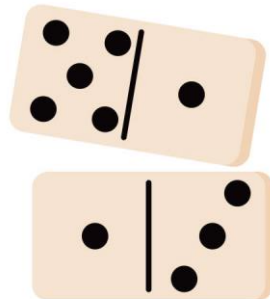


# How do we teach maths?

- ◉ Focused teaching sessions
- ◉ Practical, visual, hands-on approach
- ◉ Meaningful/real life
- ◉ Discussion - explanations - why? -prove it!
- ◉ Follow up learning - independent and adult guided
- ◉ Supported interventions
- ◉ Number of the week (Autumn)



gg88343779 www.gogograph.com



# How do we teach maths?

Loose parts



Construction



Sand



Water



Role play



- ◉ Develop creativity, problem-solving and reasoning skills
- ◉ Developing and embedding pattern creating.
- ◉ Counting, ordering and calculating
- ◉ Size, position, shape, space, measure

# How to help at home

Setting the table

Numbers in the environment

Games

How many times  
can you.....

Maths in  
everyday life

How much  
does it cost?

What day, date, month is  
it?

# Literacy in Reception

## Three Aspects

### Comprehension

Retelling

Anticipating

Using  
vocabulary

### Word Reading

Sound-letter  
correspondence

Read words by  
sound-talk and  
blending

Read aloud  
simple  
sentences and  
books

### Writing

Write  
recognisable  
letters

Use phonics  
to spell  
words

Write simple  
sentences  
and phrases





# Early Reading and Phonics

- A thorough programme with a consistent approach to reading.
- Resources
- Supportive
- Useful for parents.



## How do we teach phonics?

Daily phonics sessions which include reading and writing words  
There is a specific order in which to teach each sound.

Mnemonics

Single Sounds and digraphs

Tricky Words

Letter formation phrases



# Learning to read

Reading to your child from an early age stimulates the part of the brain that allows them to understand the meaning of language and helps build key language, literacy and social skills.

Evidence suggests that children who read for enjoyment every day not only perform better in reading than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school, rather than their social or economic background.



## Reading

We believe that every child should have the opportunity to reach their full potential when learning to read.

- GPC + blending - Ready for reading books.

While your child is building their bank of sounds and ability to blend, they may have wordless books which develop great language skills and teach children the layout of books and how to handle them.

### Guided Reading Sessions

- 3 sessions a week. M/Tu/W - Comprehension, prosody and decoding
- Books are matched to your child's phonics knowledge
- Sent home once all 3 reads have taken place - 95%
- Read at home - let your child 'show off' their phonics knowledge.

Celebrate their success and give lots of praise!



## Reading For Pleasure

Children will also bring home a 'reading for pleasure book' from our school library each week.

Children will not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.

Enjoy the book together and foster a love of reading.





# How to help at home

Make reading purposeful e.g. read cards, messages, letters together

Play with magnetic letters to leave each other messages

Look at traffic signs, shop names, labels and adverts

Read stories to your children. Make them fun!

Talk about the pictures and what is happening in the books

Ask "Does that make sense?" rather than correcting your child if they make a mistake

Ask questions particularly if there is no correct answer  
"Why do you think they did that?"

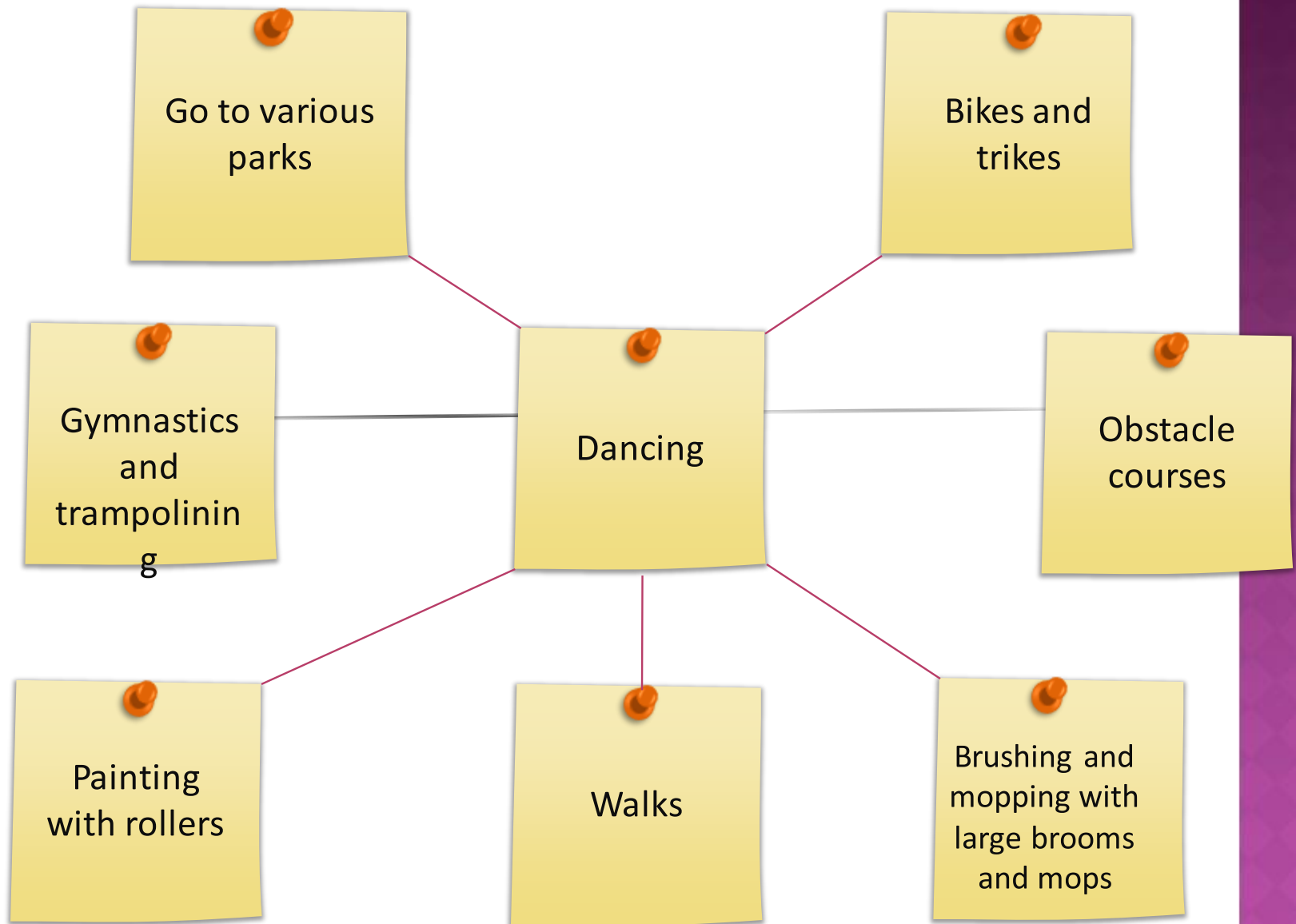
# Ready to write ...

- ◎ Complex process
- ◎ Confidence
- ◎ Developmentally ready
- ◎ Pivotal joints - Shoulder - elbow - wrist - fingers
- ◎ Gross motor - fine motor



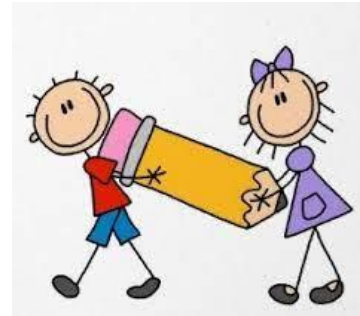
# How to help at home

(gross motor)



# Learning to write ...

- Children develop at different rates
- Celebrate all attempts at mark making and writing
- Encourage children to talk about their mark making and writing
- Model the writing process
- Letter formation - phonics
- Support and encourage children to use the phonic sounds they know when writing - initial sounds
- CVC words - hat, jug, etc., captions and sentences



# Developing fine motor skills

- ◉ Playdough and clay
- ◉ Threading
- ◉ Cooking
- ◉ Woodwork
- ◉ Weaving
- ◉ Sewing
- ◉ Painting and finger painting
- ◉ Sand and water play
- ◉ Building
- ◉ Transient art
- ◉ Collaging






# How to help at home




Writing shopping  
lists




Writing birthday  
cards



Christmas and  
birthday lists




A purpose  
for writing....



Reminder  
notes



Letters



Important dates on the  
calendar

# Behaviour Management

## Trinity Behaviour Expectations At Trinity we ALWAYS :

### Trinity Behaviour Expectations

At Trinity we ALWAYS :

	Classroom	Playground	Dining Room	Hall/Corridor	Toilets
Follow Instructions	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.
Show Respect for Everyone	Listen to others. Take turns talking. Be kind to others.	Be kind to others. Use appropriate language.	Be a Terrific Tablemate.	Walk quietly and calmly. Listen to others.	Take turns. Keep clean.
Show Respect for Property	Look after all property. Put things in the right place.	Look after the living world and equipment.	Be a Terrific Tablemate. Keep the dining room tidy.	Walk quietly on the left. Hang up coats and bags.	Use the toilets properly. Keep clean.
Are Ready to Learn.	Good sitting. Good looking. Good listening. Give it a go.	Line up quietly and calmly. Walk into class quietly and calmly.	Be a Terrific Tablemate. Eat quietly and calmly.	Walk quietly and calmly. Be in the right place at the right time.	Use time well. Go to the toilet at playtimes.



# The Importance of PLAY

**There are many reasons play, both unstructured and structured, is important for child development. Here are some of the benefits of play:**

- Play builds imagination and creativity
- Play is essential to healthy brain development
- Play gives emotional and behavioural benefits
- Play improves literacy and communication
- Play encourages greater independence
- Play enhances curiosity
- Play promotes physical fitness and wellbeing





## Contact.....

- ◎ Email:  
[parentalconcerns@trinitybuckshaw.lancs.sch.uk](mailto:parentalconcerns@trinitybuckshaw.lancs.sch.uk)
- ◎ Telephone - Brookwood Way Site
- ◎ Note
- ◎ Speak to us at the door
- ◎ Information on the website regarding our curriculum, PE days, reading, etc.

## Any Questions?