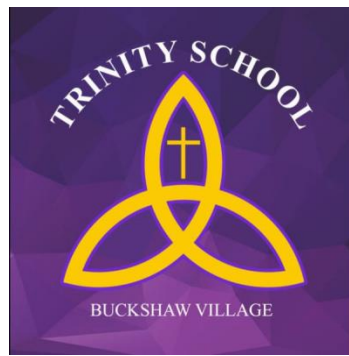
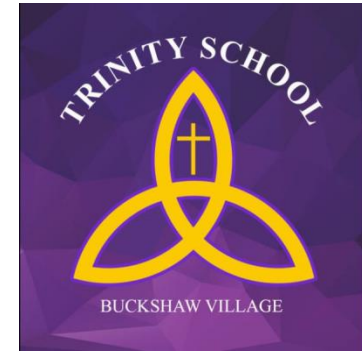


Reception Curriculum Meeting 2023



- 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

- ⦿ Phonics
- ⦿ Independent and adult led learning
- ⦿ Worship
- ⦿ Independent and adult led learning
- ⦿ Whole class maths teaching session

Monday Library

Tuesday and Wednesday

AM

Guided Reading

Monday - Thursday

PM

- ⦿ Independent and adult led learning
- ⦿ Whole class literacy/topic teaching session
- ⦿ Independent and adult led learning
- ⦿ Story time

PE

RB - Thursday AM

RS and RM - Friday AM

Friday

AM

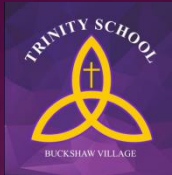
- ⦿ Celebration Worship
- ⦿ Independent and adult led learning
- ⦿ Phonics
- ⦿ Independent and adult led learning
- ⦿ RE

Friday

PM

- ⦿ Independent and adult led learning
- ⦿ Music
- ⦿ Independent and adult led learning
- ⦿ Children's choice

What we learn...



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	Me and My World 	Festivals and Celebrations 	Fantasy and Adventure 	Special People 	Come Outside 	Let's Explore
Communication and Language Listening, Attention and Understanding Speaking <i>It will be a focus throughout the year and will be developed through opportunities and experiences such as: Daily key person, daily story time, PSED, singing, phonics, speech and language interventions, Early Talk Boost, etc.</i>	Settling in activities Talking about themselves and their families Sharing familiar experiences Talking about the things they like and do not like Talking about the things they want to do	Developing listening skills, be able to talk about what good listening looks like and why listening is important Listening to stories and responding with relevant comments, questions and actions Confidently sing and join in with rhymes Confidently share ideas and talk in front of familiar adults and small groups of children Respond to how and why questions related to personal and everyday experiences Developing, extending and using vocabulary	Listen to and talk about familiar stories and show their understanding through discussions Recall key events in stories and begin to use story language Listening attentively for longer periods of time, responding to ideas and opinions of others Asking how and why questions to help them find out more Continue to learn and use new vocabulary Continue to learn rhymes, poems and songs Use spoken language to describe events and characters	Listen to and engage with non-fiction texts and use related vocabulary Listen and respond to stories, retelling them in their own words using props and story language Ask questions to find out more and to deepen their knowledge and understanding Articulate their ideas and thoughts into well-formed sentences, using connectives such as, and, because Use familiar and new vocabulary in all aspects of the learning environment	Respond to and ask who, what, where, when, why, how questions to find out more and to explain their knowledge Use their increased vocabulary knowledge to clearly express their knowledge and understanding Use talk to clearly and concisely clarify their thinking, ideas and feelings Innovate familiar stories with their own ideas Listen to and engage in non-fiction texts Describe events in detail, for example a trip	Developing use of language to communicate, they will hold back and forth conversations with other people Listen to conversations and discussions and respond with relevant comments, questions or actions When speaking they will use a range of new and previously learned vocabulary and they will use a range of tenses Listen in a range of situations for longer periods of time

- Curriculum overview (website)
- Themes and experiences
- 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

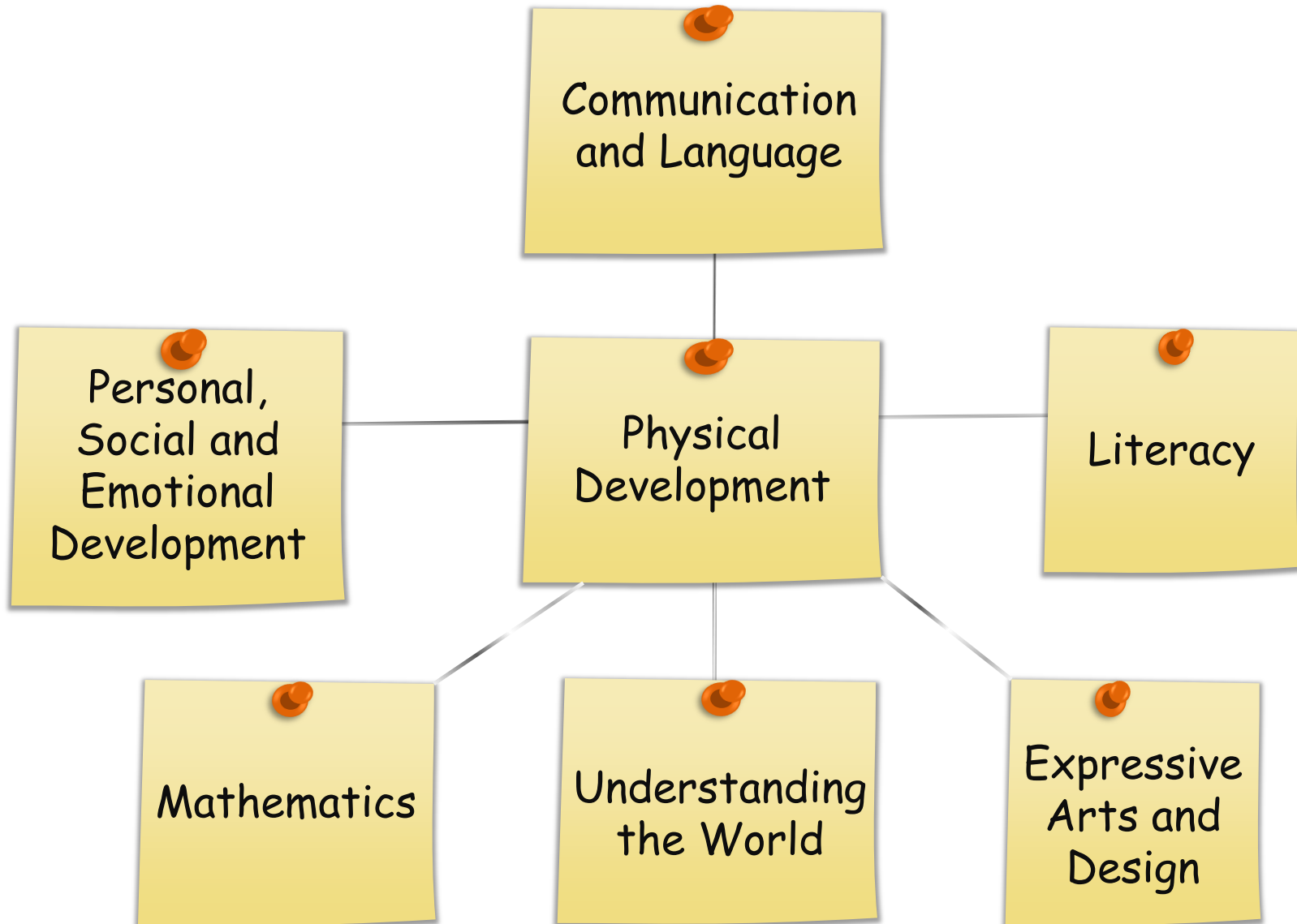


Supported
learning



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

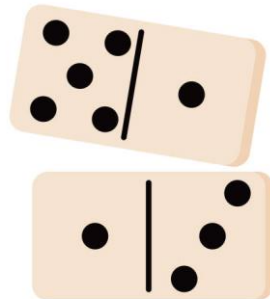
Explore and
recognise
pattern

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



Role play



Water



- ◉ 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

- 2 sessions a week. Tuesday and Wednesday- Comprehension, prosody and decoding
- Books are matched to your child's phonics knowledge
- Sent home once 2 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

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

Read stories to your children. Make them fun!

Talk about the pictures and what is happening in the books

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

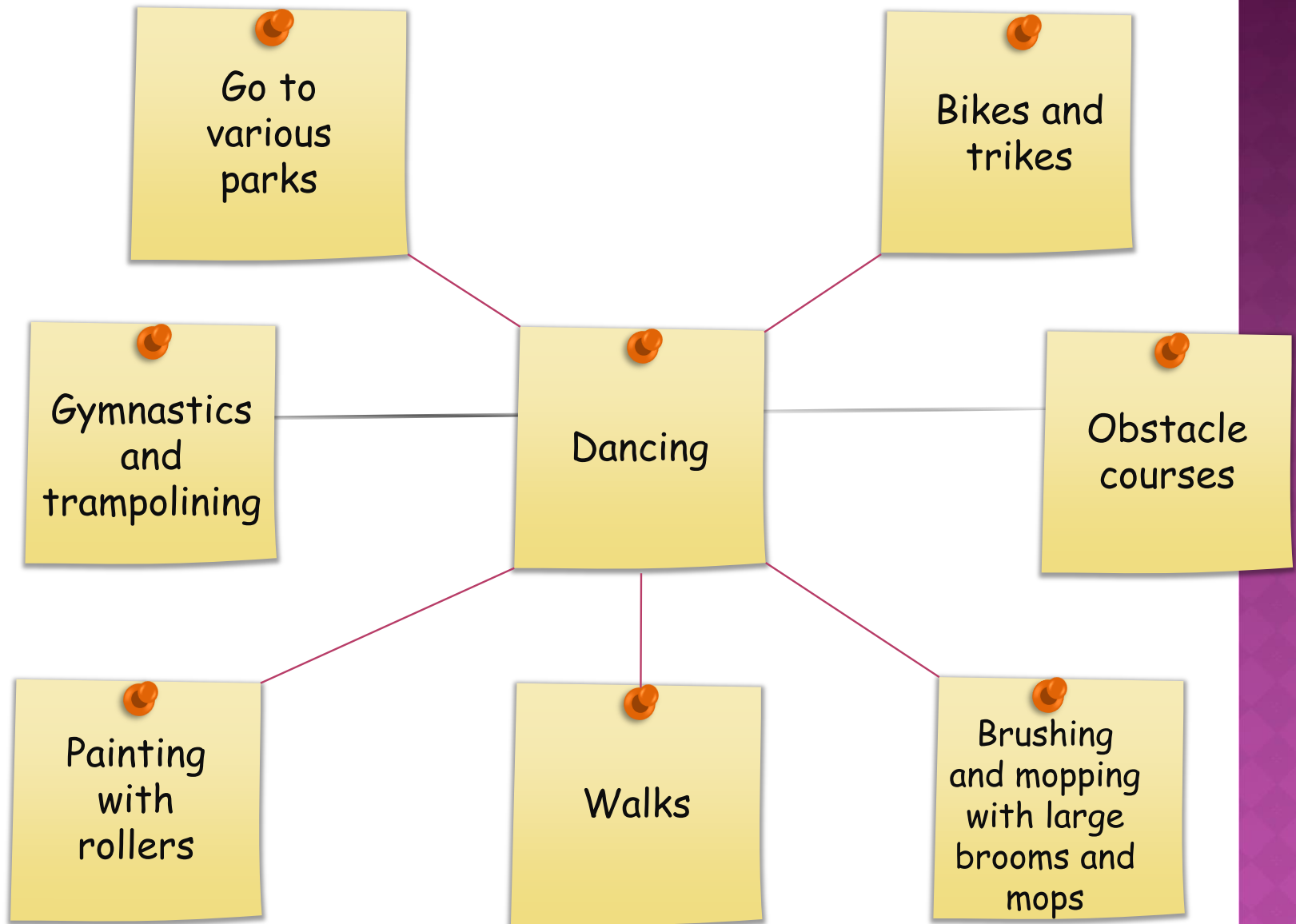
Ready to write ...

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



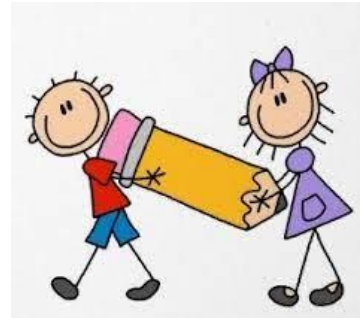
How to help at home

(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
- ◎ Telephone - Brookwood Way Site
- ◎ Note
- ◎ Speak to us at the door
- ◎ Information on the website regarding our curriculum, PE days, reading, etc.

Any Questions?