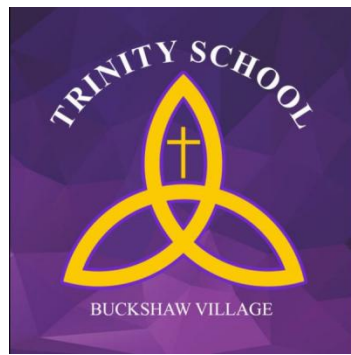
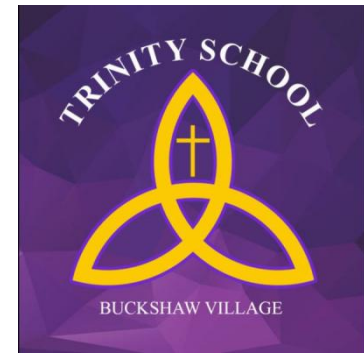


Welcome to our
Reception
Curriculum Meeting
2025



- 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

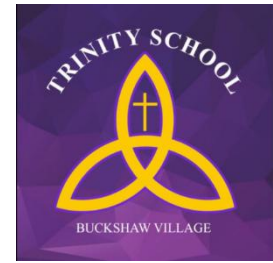
◎ Reading bags, water bottles, fruit boxes, coats

◎ Self-registration

◎ Formal register



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



Monday - Thursday

AM

- Guided reading and morning work
- Phonics
- Independent and adult led learning
- Worship
- Independent and adult led learning
- Whole class maths teaching session

PM

- Independent and adult led learning
- Whole class drawing club
- Independent and adult led learning
- Whole class topic teaching session
- Story time

PE

- RS- Monday and Tuesday AM
- RM - Wednesday and Thursday AM

Friday

AM

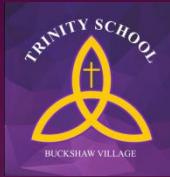
- Celebration Worship
- Independent and adult led learning
- Phonics
- Independent and adult led learning
- Music







PM

- Independent and adult led learning
- RE
- Independent and adult led learning
- Review of the week/Seesaw

Library

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>CL 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

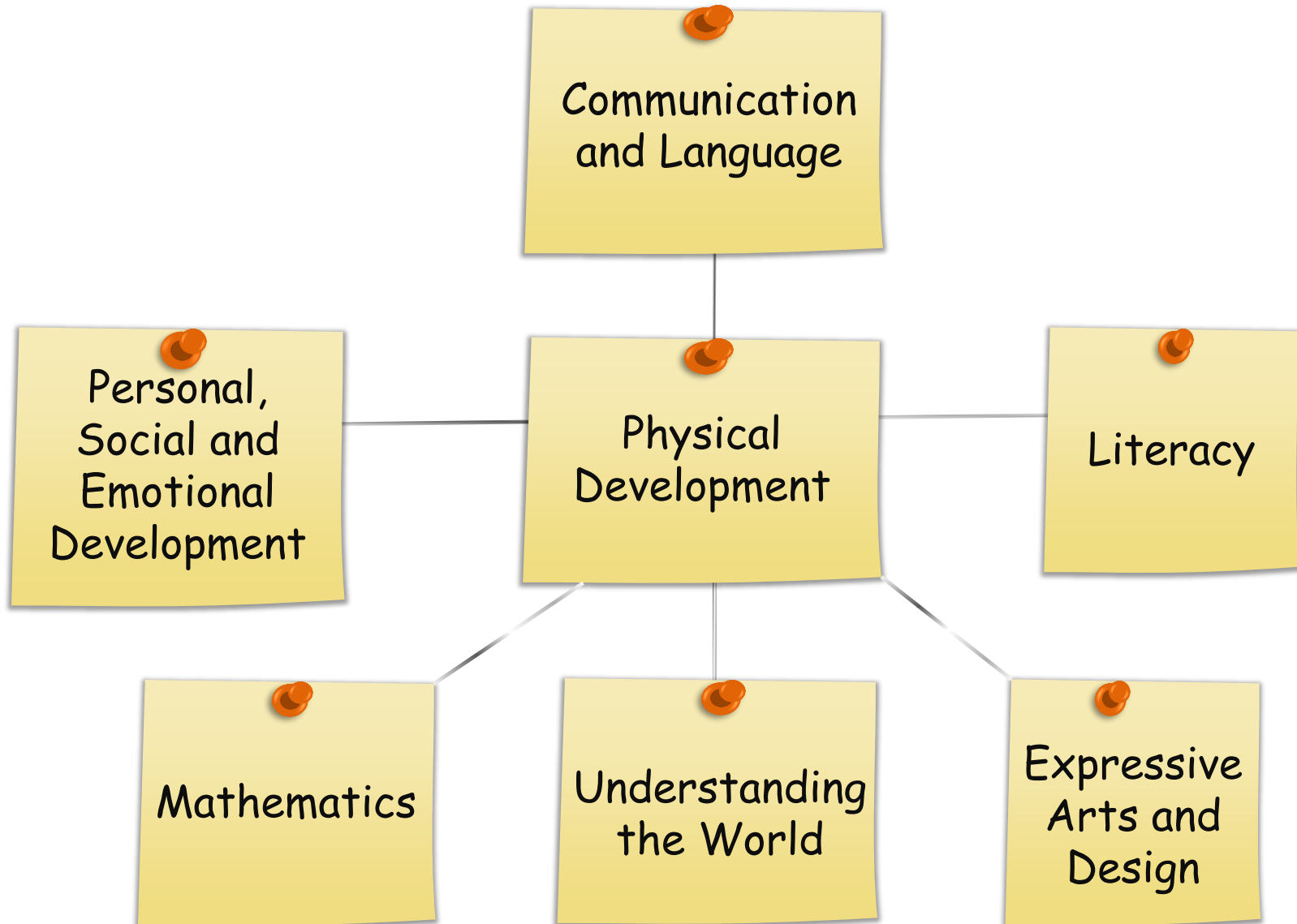


Supported learning



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

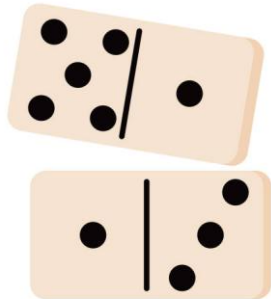
Explore and recognise pattern

How do we teach maths?



gg88343779 www.gogograph.com

- ◉ 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)



How do we teach maths?

Loose parts



Construction



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

Sand



Water



Role play



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

We're teaching every child to read with



A complete SSP validated by the Department for Education

Early Reading and Phonics

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



How do we teach phonics?

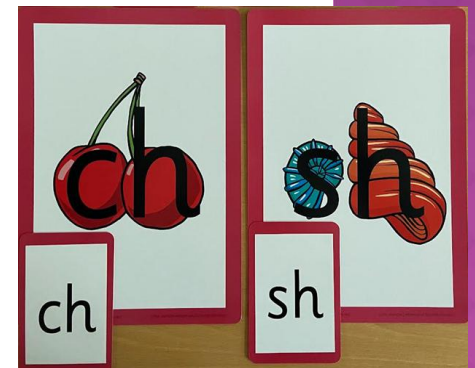
Daily phonics sessions which include reading and writing words
There is a specific order in which to teach each sound.

Mnemonics

Single Sounds and digraphs

Tricky Words

Letter formation phrases



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 - Comprehension, prosody and decoding
- Books are matched to your child's phonics knowledge
- Reading books are changed every Friday
- Read at home - let your child 'show off' their phonics knowledge.
- Reading diaries - this for you to let us know when you have read with your child not for teachers to communicate when children have read in school.
- 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.



Ready to write ...

◎ Complex process

◎ Confidence

◎ Developmentally ready

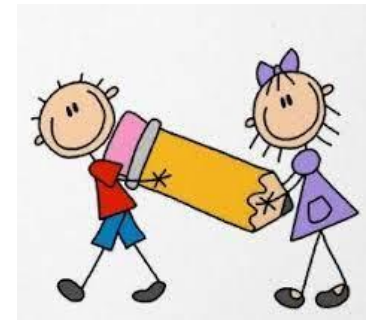
◎ Pivotal joints - Shoulder - elbow - wrist - fingers

◎ Gross motor - fine 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



Trinity Mindset

Trinity Affirmations

I am **confident**

I am **kind**

I am **resilient**

I am **independent**

I am **determined**


I am **resourceful**

I am **helpful**

I am **proud**


I am **loved**

I am at **Trinity**



- Designed to promote good mental health and self-worth.
- Said aloud as a whole class daily.
- Headteachers Award is linked to the first seven affirmations.

CALM DOWN WITH TAKE 5 BREATHING

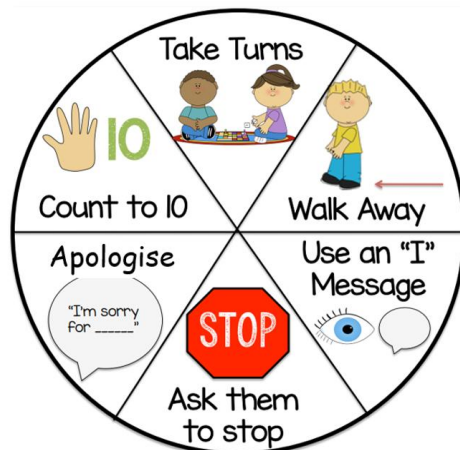


How do you feel now?
Are you calm or would you like to take another 5 breaths?

1. Stretch your hand out like a star.
2. Get the pointer finger of your other hand ready to trace your fingers up and down.
3. Slide up each finger slowly - slide down the other side.
4. Breathe in through your nose - out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down.

Keep going until you have finished tracing your hand.

© chrishood101.com



Children will be guided to use Take 5 Breathing at times of increased stress. This strategy will have the most impact if used before a child becomes distressed.

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?