# RECEPTION CURRICULUM EVENING 2025

Miss Etchells and Miss Wright

# The Importance of Reception - Readiness for School

- Settle your child into school life
- Create positive relationships at school
- To build strong foundations and create lifelong learners
- Develop independence



# What We Teach - Development Matters 2023

| Area of Learning & Development | Aspect |
|---|---|
| **Prime Areas** | |
| **Personal, Social and Emotional Development** | Self-Regulation |
| | Managing Self |
| | Building Relationships |
| **Physical Development** | Gross Motor Skills |
| | Fine Motor Skills |
| **Communication and Language** | Listening, Attention and Understanding |
| | Speaking |
| **Specific Areas** | |
| **Literacy** | Comprehension |
| | Word Reading |
| | Writing |
| **Mathematics** | Number |
| | Numerical Pattern |
| **Understanding the World** | Past and Present |
| | People, Culture and Communities |
| | The Natural World |
| **Expressive Arts and Design** | Creating with Materials |
| | Being Imaginative and Expressive |

Please see handouts to see ELGs for each area of learning

# How We Teach

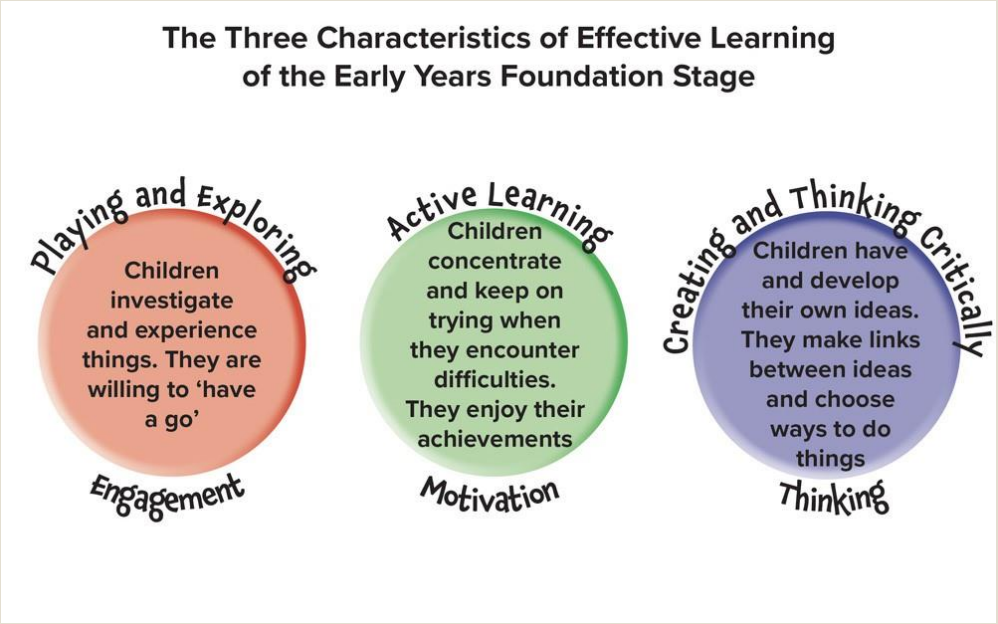



*"Every child can make progress if they are given the right support."*

*Development Matters, 2023*

# How Children Learn in EYFS

As the children continue to learn and develop within the prime and specific areas of learning, they will naturally foster 'The Characteristics of Effective Learning'; playing and exploring, active learning and creating and thinking critically.




**These are the skills that make children lifelong learners!**

# Our Curriculum

**As Investigators of the World in Reception, we can…**

- Talk about and share past and present events in our own lives.
- Begin to show an interest in different ways of life, including religions and beliefs.
- Talk about and name members of our family and community and use books and stories to support this
- Pretend in play and imitate everyday actions and events from my own family and cultural background.
- Begin to explore the natural world around us and describe it using our senses
- Begin to ask questions to help us make sense of the world around us
- Understand how the season of Autumn changes the natural world around us

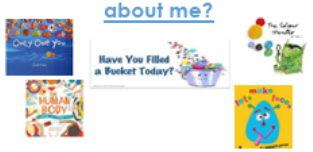
**Through our Personal, Social and Emotional Development, in Reception we can…**

- Begin to form positive relationships with adults and peers
- Begin to identify our emotions
- Begin to learn how to manage our emotions
- Begin to follow our classroom and school rules
- See ourselves as unique and valuable individuals
- Begin to learn about looking after ourselves, including the importance of healthy eating, oral hygiene, exercise and our mental wellbeing
- Begin to show a range of learning powers (BLP)

**As Active learners in Reception, we can…**

- Participate in lots of activities, including fine and gross motor, to prepare us for writing.
- Find a safe space
- Begin to get dressed and undressed independently
- Attend to our own hygiene
- Learn to travel in different ways
- Use a range of small equipment with increasing control
- Begin to show school day skills such as lining up, using a knife and fork at lunchtime etc.
- Learn how to sit correctly at the table when writing.

## Autumn 1 - What do I know about me?




**Hooks and Experiences in our Learning;**

- A Birthday Party Day
- Fruit tasting
- A selection of guest speakers and visitors from our community for 'People who help us'

**Our Talk 4 Writing Text for This Half Term is 'The Colour Monster'**

**As Speakers and Listeners in Reception, we can…**

- Begin to understand and show what active listening looks like, including story times, rhyme time, singing, carpet times.
- Begin to sustain concentration and focus for short periods of time
- Listen to and follow one step instructions
- Begin to show an understanding of my learning by answering some questions
- Begin to talk to others in 1:1, small group and in whole class situations
- Begin to ask others for help and support when needed
- Begin to learn and use new vocabulary.

**As Expressive Artists and Designers in Reception, we can…**

- Begin to listen attentively to, move to and talk about music, expressing their feelings and responses.
- Begin to sing in a group or on our own, following the melody
- Begin to recount narratives and stories with our peers and adults and develop these in our play
- Begin to choose particular colours to use for a purpose.
- Begin to use simple tools competently and appropriately.
- Begin to manipulate materials to achieve a planned effect.
- Begin to select tools and techniques needed to assemble and join.
- Select appropriate resources and begin to adapt our work

**As Readers and Writers in Reception, we can…**

- Listen to a wide range of stories, including; fiction, non-fiction, poetry and rhymes
- Show engagement in a range of stories
- Begin to answer questions about stories
- Begin to retell familiar stories with support (T4W)
- Make marks and ascribe meaning to them
- Begin to write our name
- Begin to form some letters correctly
  Begin to match sounds to the written letter

**As Mathematicians in Reception, we can…**

- Show the adults in my class what I already know (baseline assessments)
- Begin to understand that numbers have to be said in a certain order
- Begin to count objects with accurate 1:1 correspondence
- Begin to understand that we can count anything!
- Begin represent numbers 0, 1, 2 and 3.
- Begin to subitise numbers 0-3.
- Begin to understand composition of numbers 0-3.
- Begin to match numeral to quantity.
- Begin to compare numbers and amounts (0-3)

At Stalyhill Infant School, learning starts with our vision and intent for our children. With this in mind, we have then created a curriculum to showcase what the children will learn every half term. This curriculum is then delivered in a variety of different ways, from whole class inputs, small group adult led learning, independent learning, child initiated learning where all children can follow their own interests and lots of incidental learning too.

Because we understand that learning is fluid, in addition to identifying the objectives that we will be teaching that half term, we have also handpicked the key knowledge and skills that we felt were really important. All adults in EYFS will continuously teach these 'sticky concepts' in a variety of different learning situations to encourage and support all children in knowing and remembering them.

**As Investigators of the World in Reception, we…**

- Can name some members of our immediate family.
- Can talk about how families can all look different.

**As Active learners in Reception, we…**

- Can find a safe space
- Can travel forwards, backwards and sideways

**Through our Personal, Social and Emotional Development, in Reception we…**

- Can identify emotions including happy, sad, angry and worried
- Can talk about something that we like and dislike
- Can share a fact about being healthy

**As Speakers and Listeners in Reception, we…**

- Can share what good listening looks like.
- Can follow a one-step instruction.

## Our Sticky Concepts

## Autumn 1 - What do I know about me?

**As Expressive Artists and Designers in Reception, we…**

- Can name all of the primary colours
- Can sing a familiar nursery rhyme

**As Readers and Writers in Reception, we…**

- Can read m, a, s, d, t, i, n, p, o, g
- Know how to form these letters using the letter formation rhymes
- Can orally retell a story (T4W – The Colour Monster) using a story map for support.

**As Mathematicians in Reception, we…**

- Can touch count to 3 accurately.
- Can represent numbers 0, 1, 2 and 3 using practical objects
- Can recognise and name numerals 0, 1, 2 and 3.

# How We Teach…
# Mathematics: White Rose Maths

- At Stalyhill Infants, we follow the **White Rose Maths scheme**. This supports our teaching and learning by ensuring that we are covering all objectives and providing opportunities for mastery and a greater depth of learning.
- Every lesson promotes the use of maths equipment and therefore, the lessons are always **fun, practical and engaging**. This equipment is always available in the Maths Area so that the children can apply their newly taught skills and knowledge within continuous provision.
- We use our Maths puppet 'Cal' to showcase common **misconceptions** and develop children's understanding of key concepts.
- In EYFS, our main aim is to develop children's **fluency and deepen understanding** of numbers from 0-10. This will support children's understanding of bigger numbers as they move into KS1 and beyond.



# How We Teach… Writing: Talk 4 Writing




- In addition to our daily RWI lessons where we teach our children sounds and how to write the corresponding letter, we deliver a daily literacy lesson too.
- In EYFS, we believe that **Literacy flows on a sea of talk**. Therefore, our Literacy lessons use stories to help us focus on **developing children's language and vocabulary**.
- We then learn to **retell** our chosen story, creating story maps and using actions to support us. We learn to play with stories and complete a range of activities to **develop our comprehension**. All of this building up to us eventually attempting to rewrite the story or write our own version (when we are ready and able to write).
- This story language that we use daily supports our literacy through our play too as we feel more confident and able to **develop our own stories as we play imaginatively**.

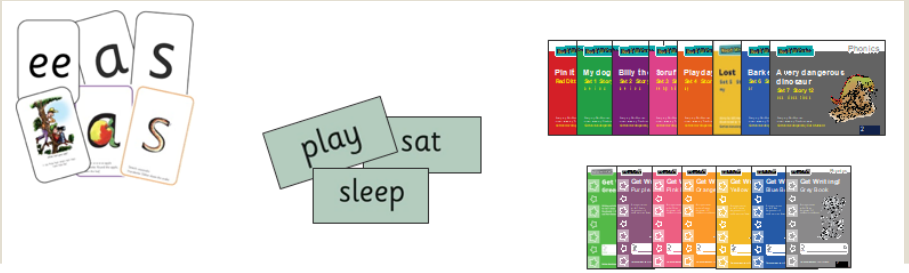
**Once our children can compose and say a sentence, then we will focus on writing a sentence.**

# How We Teach Reading: Read, Write, Inc. (RWI)

At Stalyhill Infant School, we teach your children to read and write following the Read, Write, Inc. phonics scheme. We teach 4-5 sessions a week in groups taught by the EYFS team.

The daily phonics session includes;

- Introduction to the new sound with a focus on the correct **pronunciation**
- Linking that sound to a **grapheme** (letter shape) and learning to recognise it
- Learning how to **form** our new letter using the RWI letter rhymes
- **Revisiting** previously taught sounds
- 'Fred Talking' and **blending to read** words containing our new sound
- Practising to 'pinch the sounds' and **segment to spell** with our new sound and other sounds that we know really well – this part is using magnetic boards and sound tiles
- **Shared reading** – applying new and existing phonic knowledge



# Reading at Home

Your child's reading book will be…

- Very carefully selected by your child's teacher to match their sound knowledge
- A relatively easy-read. This is an opportunity for your child to show off their reading and be confident. We don't want stressful reading times at home ☹

It is very important that these books are re-read throughout the week. The repetitiveness supports children's confidence and fluency when reading.

We may also send home additional phonics activities, such as the sounds that your child has learnt in RWI that week, for you to practise at home.



# Other Ways to Support Blending at Home

The most important part is to get our children blending and they can do this even before they know any sounds at all.

- Oral blending – this could be a game in the car on the way to the shops or in the morning as the children are getting dressed. It is super simple and really helps children to hear those sounds being put together to make a word.

- Blending – we call this Fred Talk. You can do this as a game before or after reading your child's book or perhaps when your child isn't really feeling up to reading their book. But this is essentially the skill that your child needs to be able to blend sounds together to read.






# Top Tips for Reading at Home

We really want reading at home to be a positive experience for both you and your child. Here are some of our top tips to help reading to be as enjoyable as possible…

- Keep it positive. Praise your child's efforts and help them to feel at ease with it
- Give them a little time. They might just want a moment to look at the illustrations first before they attempt to read (using the illustrations is a reading skill. Don't worry, they're not cheating)
- If your child has sounded out the word themselves but is unable to blend it together. Sound it out for them and see if they can put the sounds together that way first before jumping in to tell them ☺
- Don't worry about where you read. The beauty of reading is that you can do it anywhere!
- Take it in turns with your child to read, reading a page of the story each
- You read the story to your child
- Spend some time talking about the book together
- Leave your school book for that evening and share a story from your reading area at home instead

**Reading TO your child is just as important as reading WITH your child**



# Points to note…

- Please return your child's reading pack **every Thursday** in order for their book to be changed.
- Please make a note in your child's **reading record** to let us know that you have shared the book at home.
- All of the resources in your child's reading pack are for you to use at home to support your child's journey to reading.

# Promote a Love of Reading Where you Can…

*"Early reading for pleasure is linked to better mental wellbeing in adolescence, including fewer signs of stress and better attention."*

*University of Cambridge*

*"Children who began reading for pleasure earlier in life also tend to sleep longer and spend less time on screens in adolescence".*

*University of Cambridge*

*"Reading also improves social perception because it sheds light onto other people's differences, values and social norms. Reading can hone empathy skills by giving the reader a chance to imagine what it is like to be the character in their book."*

*Children's Literacy Foundation*

*"Reading for pleasure is more important for children's cognitive development than their parents' level of education."*

*CLS*

*"Parental reading/being read to at age 5 leads to better test performance at age 16."*

*CLS*

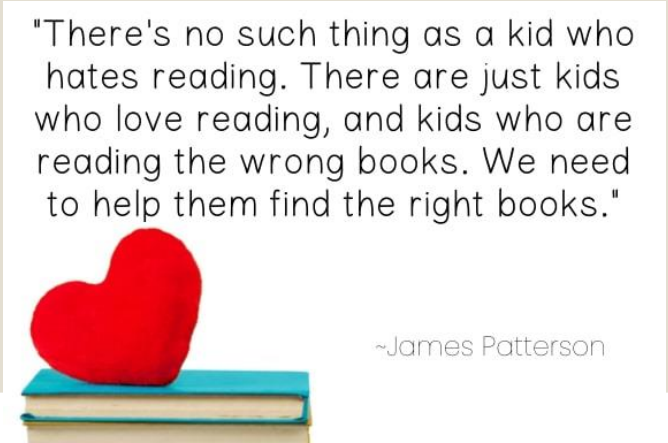
*"Reading supports children's social-emotional development, boosting empathy and emotional intelligence. When we get children reading, we help them develop stronger self-awareness, social-awareness, and responsible decision making – crucial skills to lead a happy and successful life.*

*Worldreader*

# Reading for Pleasure

How we support reading for pleasure;

- Book led learning
- Story hooks
- Books in all areas of the classroom
- Protected daily story time
- Weekly library visit – every Thursday
- Reading events such as World Book Day
- Storytelling resources




How you can support reading for pleasure;

- Bedtime story as part of your routine
- A reading corner at home
- Visits to your local library – check out their events too!
- A new book as a reward/treat
- Shared reading time – where everybody enjoys quiet reading time

# Helpful Links for RWI Support

- Ruth Miskin Youtube channel
  https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

- Oxford Owl – RWI Guide for Parents
  https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/

- Ruth Miskin website
  https://www.ruthmiskin.com/en/find-out-more/parents/



# Healthy School Award

Our school is proud of our Silver Healthy School Award.  This award has to be reviewed every 3 years. This year we are hoping to achieve **Gold status** with your support.



# Healthy Snacks

The government fruit scheme provides the children with a variety of different fruits and vegetables at snack times. This includes: raisins, apples, pears, bananas, carrots, oranges, cucumbers etc.

If your child would like to bring in a snack from home please be mindful that the snack must be:

- Fruit
- Low sugar cereal bars
- Rice cakes
- Plain popcorn
- Malt bread
- Crackers









It must also be;

- **Nut free**
- **Chocolate free**
- **No Crisp or sweets**

Please **do not send juice** into school. You can purchase milk for your child or send in a bottle of water.
Water can be refilled in school throughout the day.

# One More…

Just a little reminder to please label your child's uniform with their name.

If your child accidently comes home with the wrong jumper/cardigan, please return to school and we will find it's home ☺

# Thank you so much for joining us!

