

Reception Curriculum Meeting

Welcome to Reception

- Safeguarding
- Curriculum
- Assessment
- Communication
- Uniform
- Extended school provision
- Questions

Daily Routines

School timings

- 8:40am - Gates open for soft start
- 8:55am - School day begins
- 3:25pm - School day ends

Lunchtimes

- Lunch is supported by the school staff from 11:30am

Reporting absence

- Please contact the school office before 9:30am if your child is unwell and will not be in on each day of their absence.

Safeguarding Children

Safeguarding is our priority. We will only allow your child to be picked up by the named adult on their file.

If for any reason you cannot collect your child, we have a password system.

Attendance should be 98%

Punctuality is crucial – lessons start at 8:55am

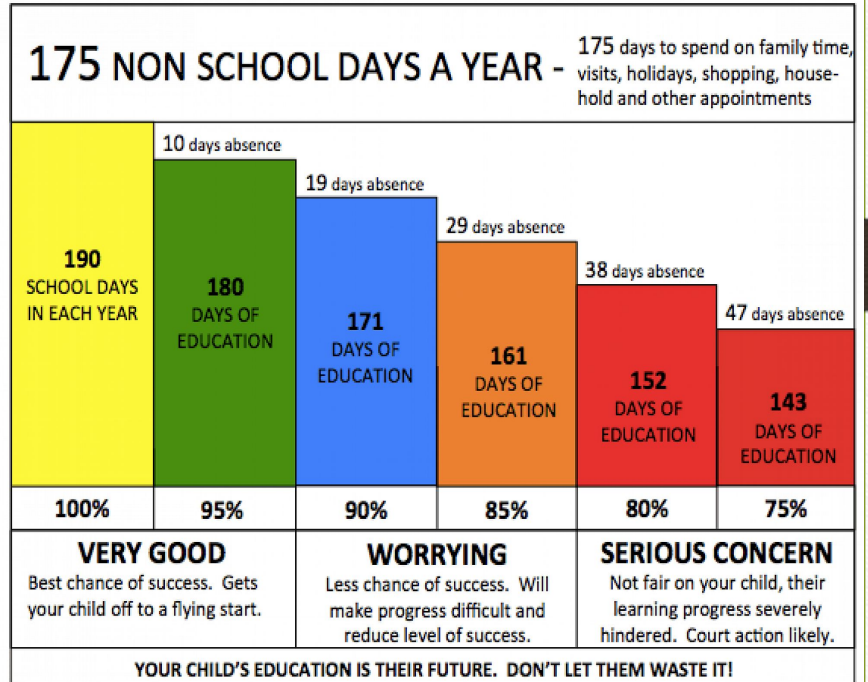
Attendance & Punctuality

Children are expected to be in school every day.

The school expectation is 98% as a minimum. This allows for 2% absence for general illness.

School liaises with the Local Authority if attendance drops below 90%.

Registers are completed promptly at 8:55am



Curriculum

- Timetable - Daily structure
- Sequential learning - knowing more, remembering more
- Weekly, termly, yearly composites
- Lesson structure: recap, teacher modelling - independent work - plenary
- Resourcing and adaptation
- Hands-on experience - e.g. forest school
- Free flow: indoor - outdoor learning
- Trips and visits
- Online learning - google classroom, keeping your child safe online

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double 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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Reception Curriculum

Subject	Term	
Mathematics	Autumn	Develop fluency with whole numbers, counting and place value. Use properties of shape
	Spring	Develop fluency with whole numbers, counting and place value. Use a range of measure to describe and compare different quantities
	Summer	Consolidate mental fluency with whole numbers. Use a range of measures to describe and compare different quantities
Reading	Autumn	Discuss new words to know their meaning
	Spring	Develop early skills of inference
	Summer	Make inferences and discuss what might happen based on what has been read
Phonics	Autumn	Learn consonant and vowel diagraphs
	Spring	Read and spell words containing adjacent consonants and polysyllabic words
	Summer	Learn new graphemes and alternative pronunciations for these
Grammar	Autumn	Develop grammar for speaking and writing
	Spring	Begin to use conjunctions to join sentences orally
	Summer	Use distinctive features of grammar in speaking
Writing	Autumn	Say sentences aloud before writing them
	Spring	Reread sentences to check the meaning is clear
	Summer	Collect ideas to compose and sequence sentences

Understanding the World	Autumn	Understand people's cultures and the world around us
	Spring	People, culture, communities and everyday materials
	Summer	Our natural world including similarities and differences between countries
Expressive Arts and Design	Autumn	Expressive, imaginative and curious
	Spring	Create and innovate
	Summer	Create, present and showcase art
Communication and Language	Autumn	Be curious about new words and explore meanings
	Spring	Use simple and compound sentences orally
	Summer	Use tenses correctly and orally construct sentences with meaning
Physical Development	Autumn	Develop coordination and movement
	Spring	Develop movement and flexibility
	Summer	Master coordination and movement including dance
Personal, social and emotional development (PSED)	Autumn	I am unique
	Spring	Setting and achieving goals, staying safe and healthy
	Summer	Friendships and growing up

Curriculum: Areas of learning

Prime areas

- Communication and Language
- Physical Development
- Personal, Social, Emotional Development

Specific Areas

- Mathematics
- Literacy (Reading, Phonics, Writing, Grammar)
- Understanding the World
- Expression Arts and Design

Homework

- Tasks relating to Maths, English and Spellings.
- Optional projects based on topics being covered in the Curriculum
- Daily reading - Reading Records
 - The Reading Record must be brought to school each day along with the reading book (even if the reading book is not ready to be changed).
 - Books matched to phonics and understanding

Assessment

- Baseline Assessment
- Ongoing assessments and observations
- Reports to parents

Communication

- Website
- Text messages and email
 - Monday - Email from the school office with dates for the next 2 weeks.
 - Tuesday - Email from Class Teacher (if needed) regarding a specific class.
 - Wednesday - Any messages from the Phase Leader.
 - Thursday - Messages from Head Teacher.
 - Friday - Weekly Newsletter
- Phone calls
 - Absence and you have not let us know why.
 - Your child has had head injury and an emergency
- Injury letter

Additional Information

- Uniform
 - School uniform, PE uniform, footwear, book bag, jewelry, water bottles
- Extended school provision
 - Breakfast club, after school club, school clubs

How can you help your child?

- Work on homework together
- Practise number bonds and times tables
- Regular reading
- Phonics and Spelling practice
- Bake together
- Garden together
- Discuss what you see in the environment around you