

Reception Curriculum Meeting

Welcome to Torridon Primary School



Aims

- To share expectations
- To provide an overview of the curriculum
- To give you some guidance on how to support your child's learning at home
- To answer any questions

Reception Team

Team Leader: Angela Molloy

Teaching Staff: Emma Aduaka,
Zehra Bulent and Suraiya Jaffa

Support Staff: Louise Morrison,
Allison Panayi, Antoinette
Armstrong, Seniz Sakallioglu and
Oyinkan Olatunji

Reception Routines

8.55 am Children Self Register

Children arriving later than 9.05 must be taken straight to the office instead of the classroom for a late slip

9.05 Phonics carpet session

9.25 Teacher led focus activities and free flow child initiated activities

11.00 Carpet session

11.30 Lunchtime

12.30 Carpet session

Teacher led focus activities and free flow child initiated activities

2.45 -3.00 Playtime in main playground

3.00 Carpet session

Mon - Thurs dance sessions

Friday PE sessions

Weekly singing assembly

Weekly Celebration assembly

Learning through Play

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.



Early Years Foundation Stage Curriculum

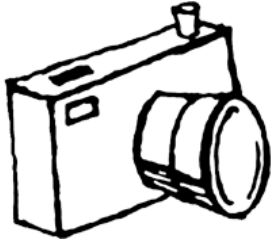
PRIME

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

SPECIFIC

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Assessment in the Early Years



Assessment involves staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

Assessment plays an important part in helping staff to recognise children's progress, understand their needs, and to plan activities and support.



Early Years Foundation Stage Profile

In the final term of the year in which a child reaches age five the EYFS Profile must be completed for each child.

Each child's level of development is assessed against the Early Learning Goals. Staff indicate whether children are meeting **expected** levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels (**'emerging'**).

The Profile provides a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Characteristics of Learning

Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'.

Active learning - motivation

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do.

Creating and thinking critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Personal, Social & Emotional Development

MANAGING FEELINGS & BEHAVIOUR

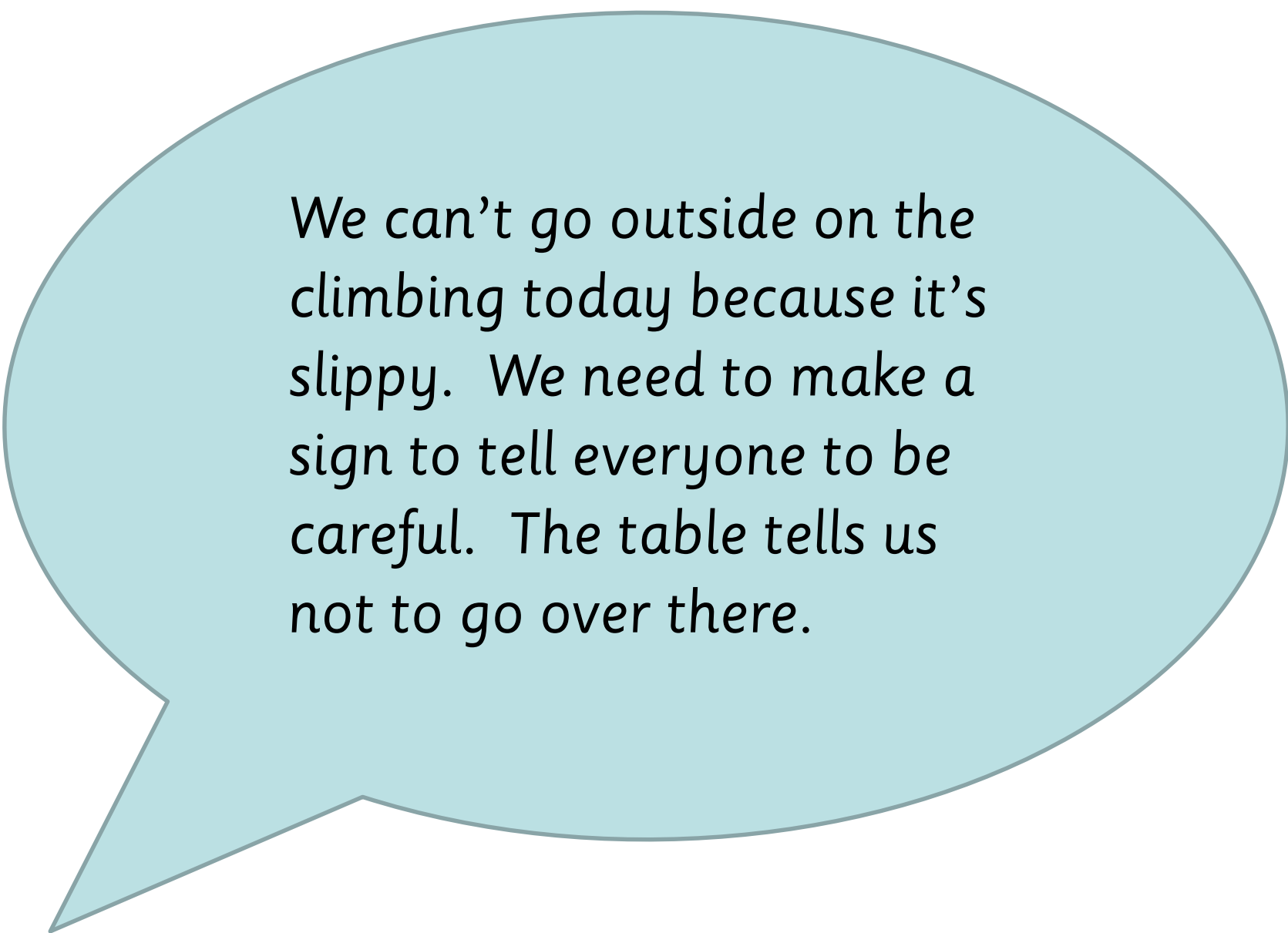
- Children talk about both their own and others feelings and behaviour. They know that some behaviour is unacceptable and work as part of a group or class understanding and following the rules.

SELF CONFIDENCE AND SELF AWARENESS

- Children are confident to try new activities, speak in a familiar group and talk about their ideas.

MAKING RELATIONSHIPS

- Children play co-operatively, taking turns and taking into account another's ideas. They are sensitive to others' needs and feelings, forming positive relationships with adults and other children.



We can't go outside on the climbing today because it's slippy. We need to make a sign to tell everyone to be careful. The table tells us not to go over there.

Communication & Language

SPEAKING

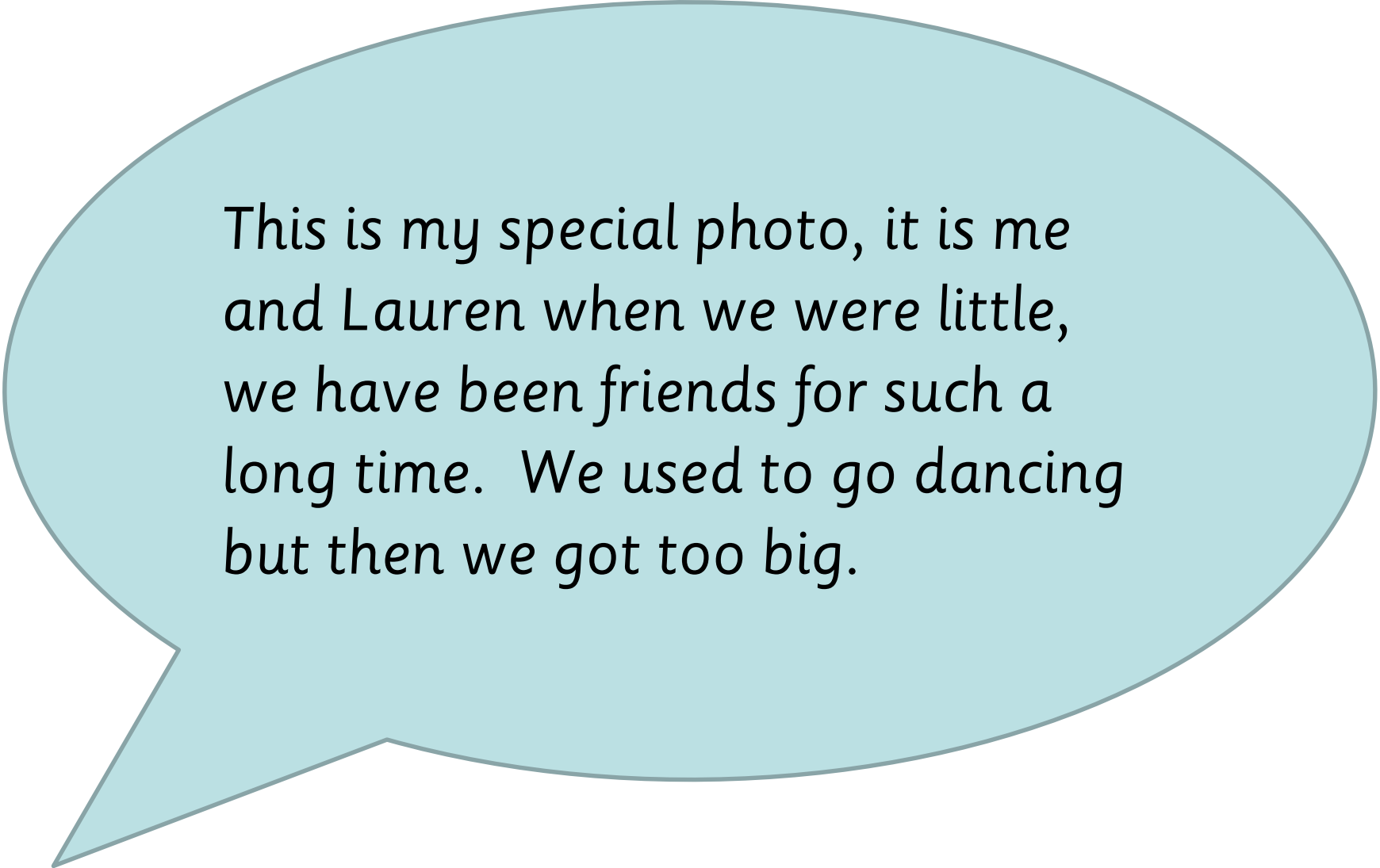
- Children express themselves effectively, showing awareness of listeners' needs using past, present and future forms accurately. They can recount experiences and give explanations by connecting ideas or events.

LISTENING & ATTENTION

- Children listen attentively, responding to what they hear with relevant comments, questions or actions.

UNDERSTANDING

- Children follow instructions and answer 'how' and 'why' questions about their experiences



This is my special photo, it is me and Lauren when we were little, we have been friends for such a long time. We used to go dancing but then we got too big.



Physical Development

MOVING & HANDLING

Children show good control and co-ordination in large and small movements. They move confidently and safely in a range of ways on apparatus. They handle equipment and tools confidently and effectively, including pencils for writing.

HEALTH AND SELF CARE

Children know the importance of good health, of physical exercise, and a healthy diet. They manage their own basic hygiene and personal needs successfully.



D confidently used the large spinning top to move his body in a large circular movement.



H carefully drew around shapes and cut them out. She then arranged and stuck them down to make a picture of her house.



Literacy

READING

Children read and understand simple sentences, using phonic knowledge to decode regular words reading some common irregular words from memory.

WRITING

Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible eg silee (silly)

S independently chose a book to look at. She turned to the first page, pointed to the text and read 'It is a b-i-g d-u-m-p-e-r t-r-u-ck.'





I went to
London I saw dinosaurs
bong
the
m
I went to
Moose
Eser

tomiss swain
you are
invited
to my
party
Love
Scarlett
XXXXXXXXXX

Phonics

We follow the Sounds Write phonics programme.

Starting in the Autumn term with the Initial Code, we will spend around two weeks on each unit.

Unit 1 a, i, m, s, t

Unit 2 n, p, o

Unit 3 b, c, g, h

Unit 4 d, f, v, e

Unit 5 k, l, r, u

Unit 6 j, w, z

Unit 7 x, y, ff, ll, ss, zz

Some common sight words are also taught alongside the early units as they are necessary for making sense of all texts. These are:

I, the, for, of, are, was, all, come, to, there, their, these, what, where, who.

Useful websites:

www.mrthorne.com

www.jollylearning.co.uk

www.bbc.co.uk/cbeebies/alphablocks



Maths

NUMBER

Children recite, recognise and order numbers to 20. They can say which number is one more or one less. Through practical activities and using objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

SHAPE, SPACE AND MEASURES

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and to solve problems. They explore shapes and objects and use mathematical language to describe them.



B proudly showed a spider she had made. “Oh no! It’s got 7 legs now. One must have fallen off. I’m going to glue another leg so that it’s got 8 again.”

E and L are playing in the rockpool. They talk about how heavy the rocks are. E adds more to her net.

“Now it’s extremely heavy” she says, then adds another, “it’s even heavier now”.

Understanding the World

PEOPLE & COMMUNITIES

- Children talk about past and present events in their family's lives. They know about similarities and differences between themselves and others, and among families, communities and traditions.

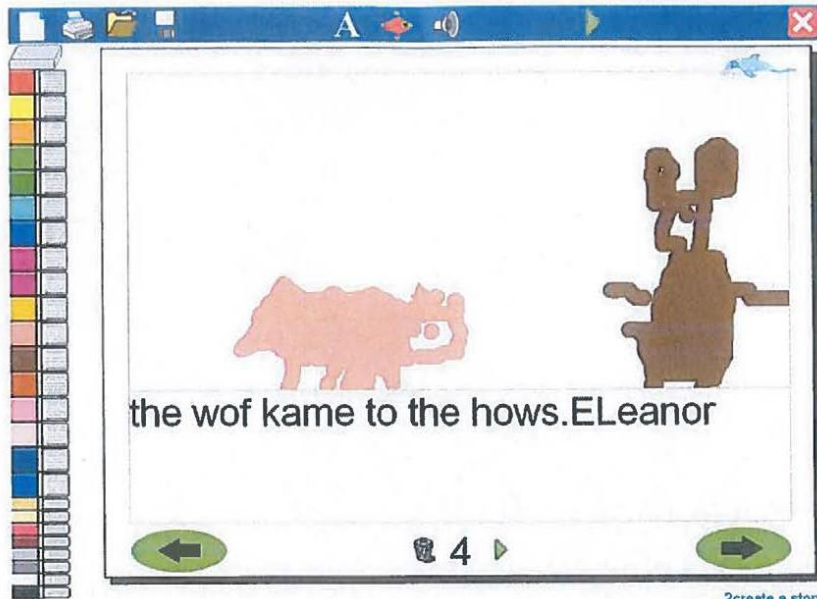
THE WORLD

- Children talk about their own immediate environment , about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants, explain why some things occur, and talk about changes.

TECHNOLOGY

- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes and can complete a simple program on a computer.

When it is Christmas time we get presents and sit down with my family and have a nice turkey dinner.



Whilst making gingerbread K said "It's squashy, but then it gets hot and it's hard and delicious!"

Expressive Arts & Design

EXPLORING & USING MEDIA AND MATERIALS

- Children sing songs, make music and dance, and experiment with ways of adapting them. They safely use a variety of materials, tools and techniques, experimenting with colour, textures, shape and design.

BEING IMAGINATIVE

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



How you can help



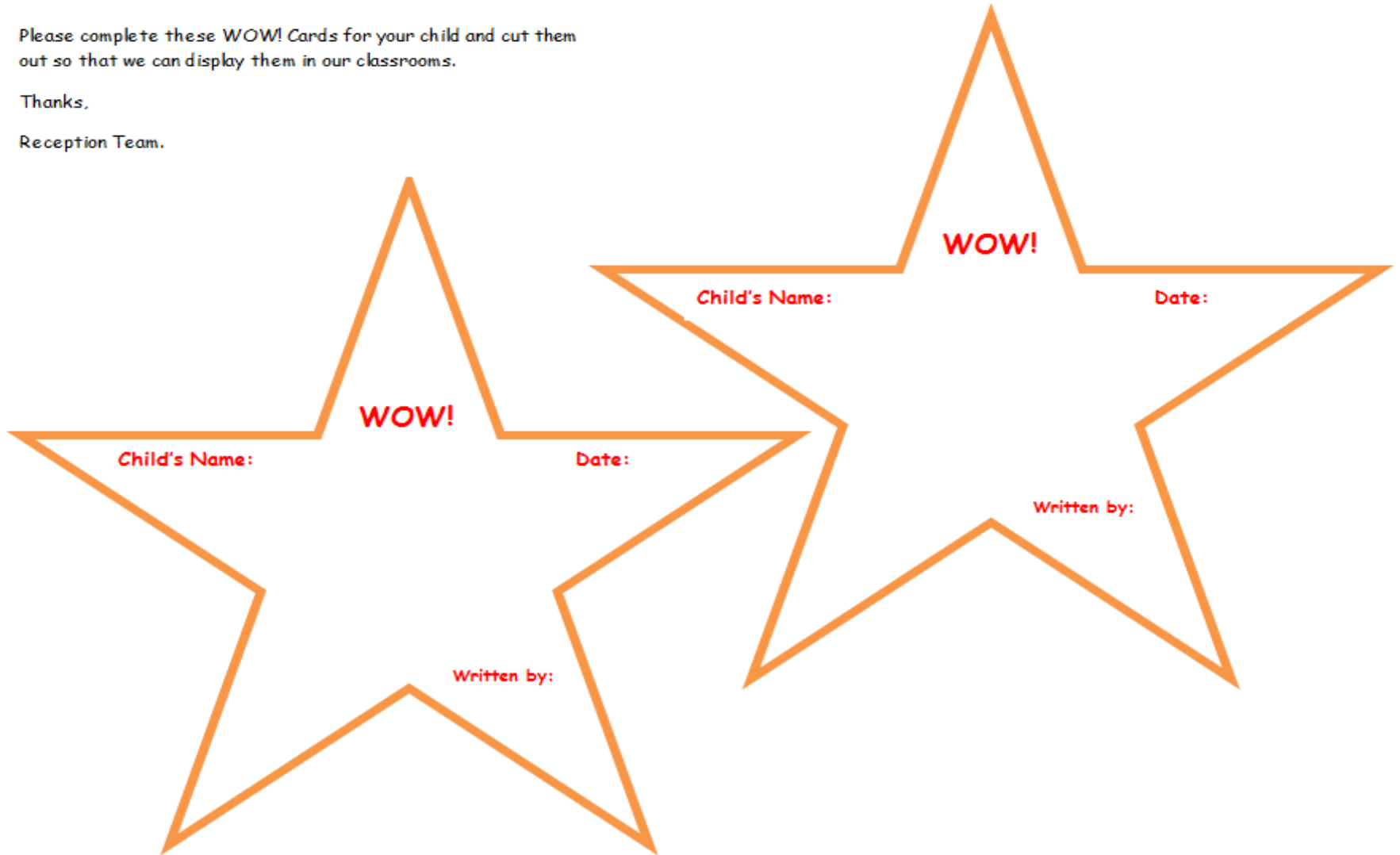
- Read with your child on a daily basis and comment in their reading record book.
- Talk to your child - ask them about their day and what songs and rhymes they are learning.
- Support them with their phonics learning.
- Play games, board games, card games, jigsaw puzzles, cutting, painting and drawing.
- Encourage your child to be as independent as possible when changing their clothes and getting dressed.
- Encourage counting and number recognition in practical contexts at home and when out and about.
- Let your child see you reading, writing and using maths as part of daily life.
- Talk, talk, talk ...listen and encourage!

Wow! Stars

Please complete these WOW! Cards for your child and cut them out so that we can display them in our classrooms.

Thanks,

Reception Team.



WOW!

Childs Name: Efe Date: 23/9/18

As we were walking down the street Efe turned to me and said "Look Mum that bus is the 261, it's got the numbers on it."

Written by: Mum

Home Learning

Reception Home Learning

Phonics

Dear Parents/Carers

From next week we will begin daily phonics lessons. We begin with the following letter sounds:

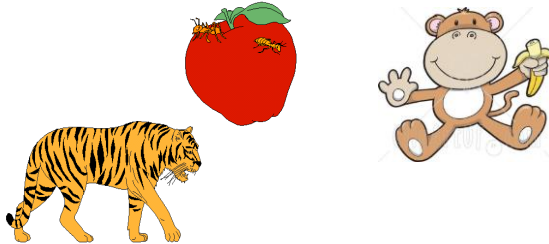
a (ant)

i (insect)

m (monkey)

s (snake)

t (tiger)



For each sound we learn a jingle which we sing with actions (please see the accompanying sheet).

We learn to put the sounds together to make words e.g. mat, sat, sit, Sam, Tim. We also learn how to chop the words up into their sounds e.g. s a t .

You can support your child at home by learning the jingle and the actions; look for these letters in books or on signs; play I Spy with the letter sounds (not the names); use magnetic letters or letters written on paper squares to make simple words.

Book Bags/Reading records

Your child now has a reading record book. Please try to share a book with your child every day and write regular comments in their reading record book. Please make sure that your child has their book bag every day, and ensure that water bottles are not kept in the book bags.

Junk Modelling

Please could you bring in any clean boxes, tubes or cardboard containers for our junk modelling area. This would be greatly appreciated! (No toilet rolls please!)

Thank you for your support

Reception Team.

