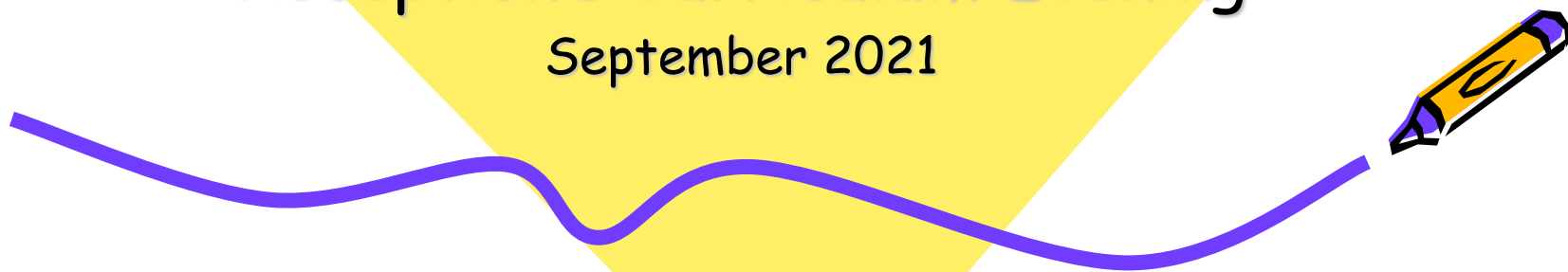




Welcome to

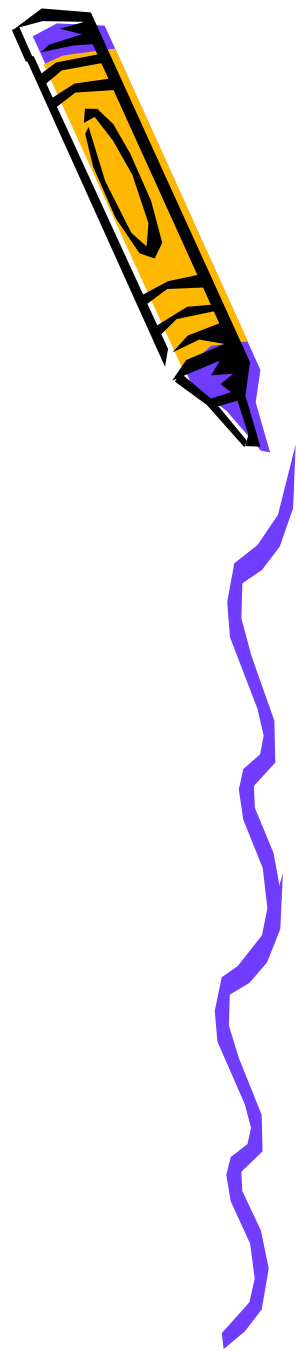
Reception's Curriculum Evening

September 2021



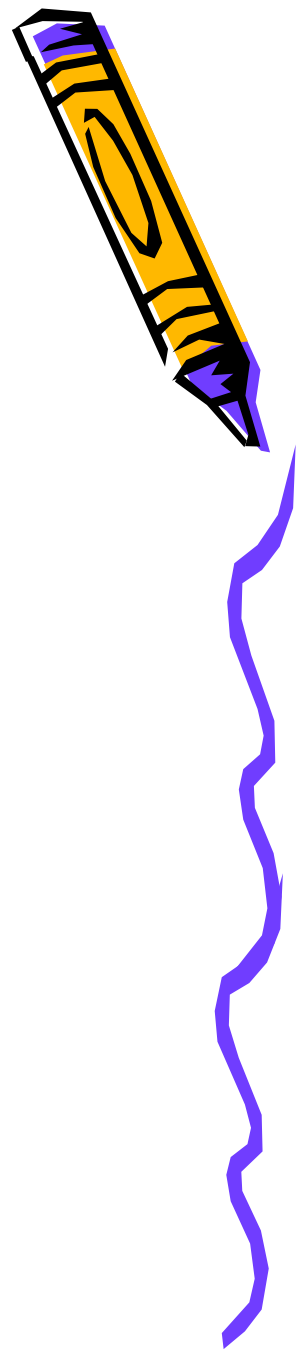
# Reception Curriculum Meeting

- EYFS
- Baseline Assessment
- Behaviour System and rewards
- The school day
- Phonics



## New EYFS framework September 2021

- New Statutory Framework September 2021.
- Your child will follow the updated EYFS framework and will work towards the final assessments (Early Learning Goals) at the end of the Reception year.
- Less emphasis on recording paperwork, meaning the practitioners can spend more time with your child and have quality interactions.
- New framework is more aligned with KS1 curriculum.



# What is the EYFS?

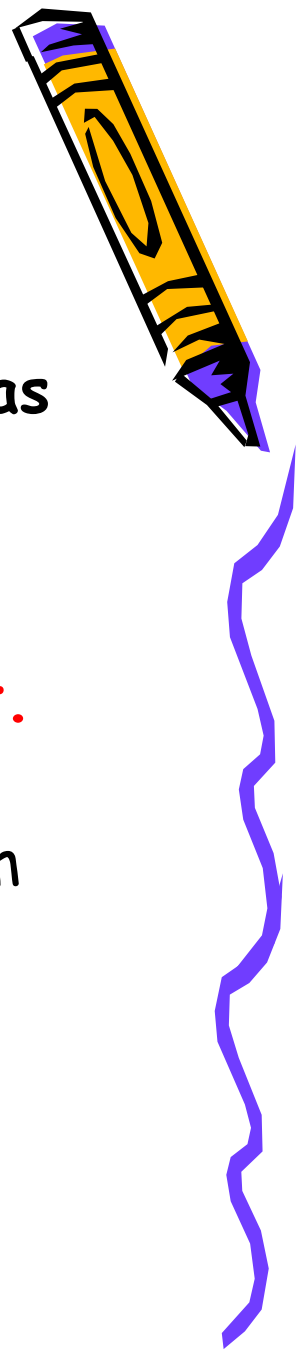
7 areas of learning and development

Children should mostly develop the 3 prime areas first. These are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

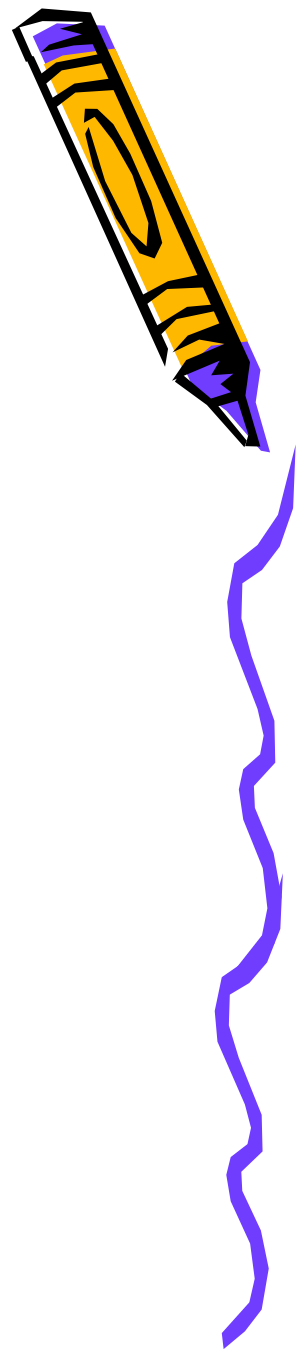
As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

4. Literacy;
5. Mathematics;
6. Understanding the world;
7. Expressive arts and design.



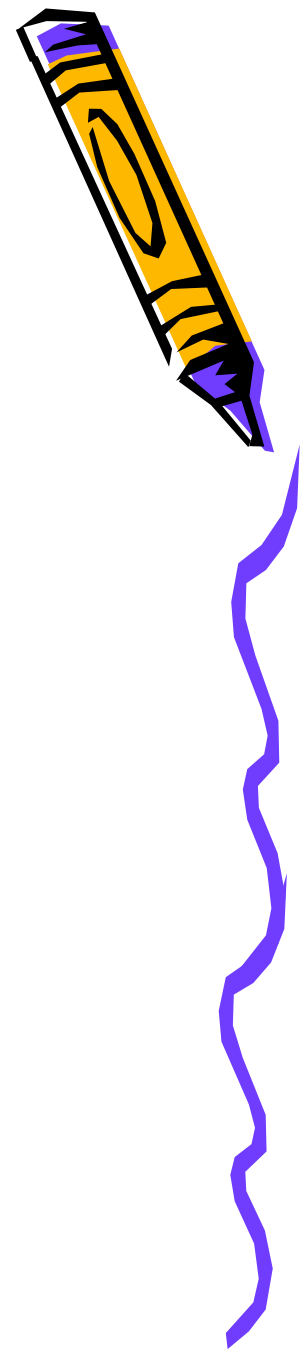
# Communication and Language

This area of learning involves giving the children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.



# Physical

This area of learning involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. It is split into two areas which are gross motor skills and fine motor skills. **Reception PE is every Thursday. Children should come to school in their PE kit on this day.**



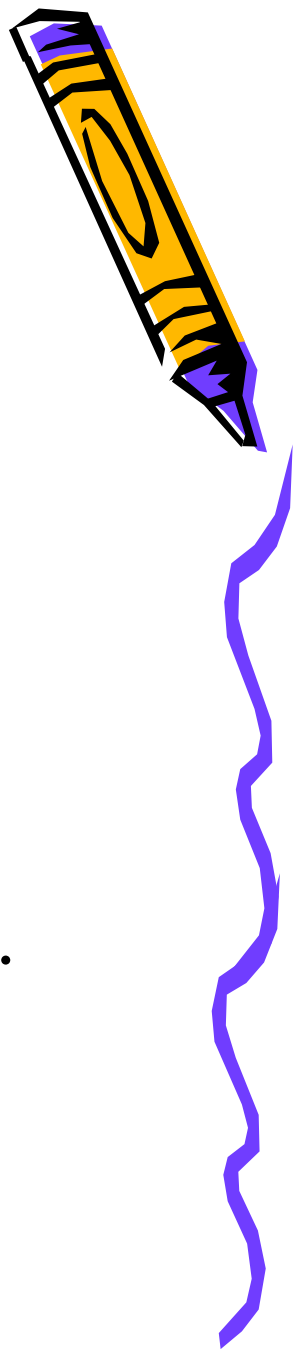
# Personal, Social and Emotional Development

This area of learning involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. It also focuses on teaching children how to look after their bodies including healthy eating and managing personal needs.



# Literacy

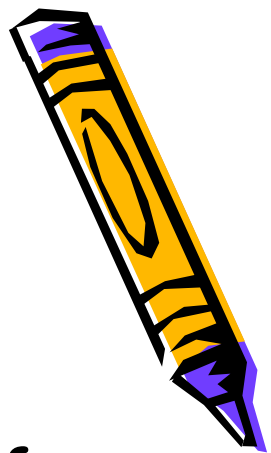
- This area is split into comprehension, word reading and writing.
- Activities are usually focused around a key text linked to our topic/ interests.
- Children will use their phonics to help them learn to read and write sentences.

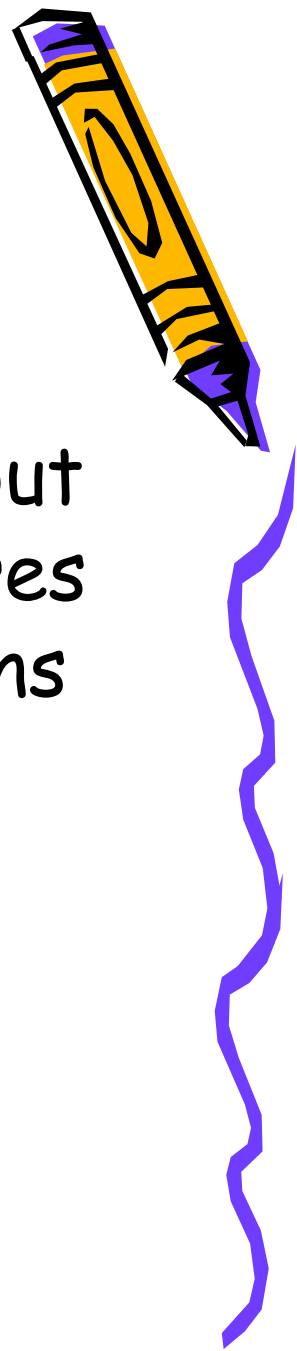




# Maths

This area involves providing opportunities for the children to develop their understanding of the composition of numbers to 10, subitise, number recognition, ordering numbers, adding and subtracting and solving problems. Children will also learn to recognise patterns in the counting system, compare quantities, learn odds and evens and double facts.





# Understanding the World

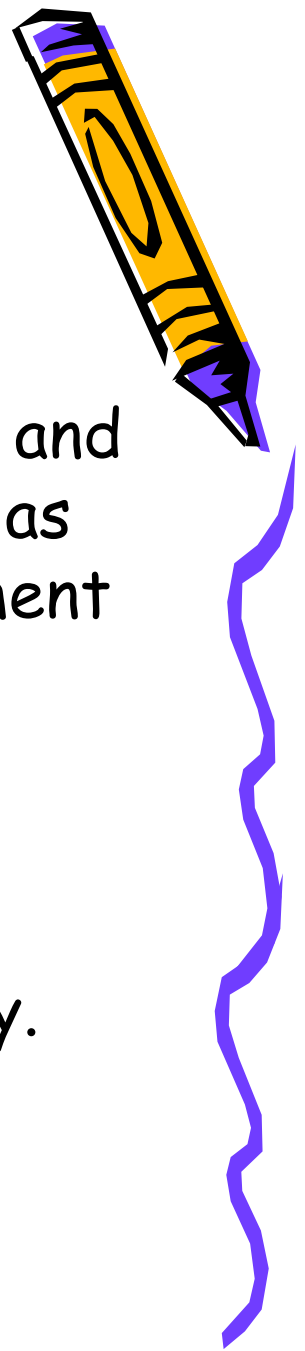
This area enables children to learn about past and present events. It also explores the world around us making observations and looking at similarities and differences between countries.



# Expressive Arts and Design

This area involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

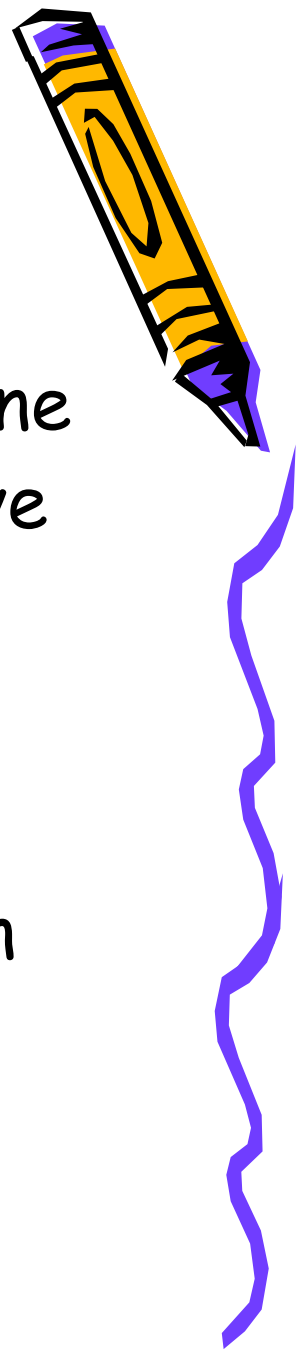
Art Forms teach music in school every Tuesday.



# Monitoring Progress

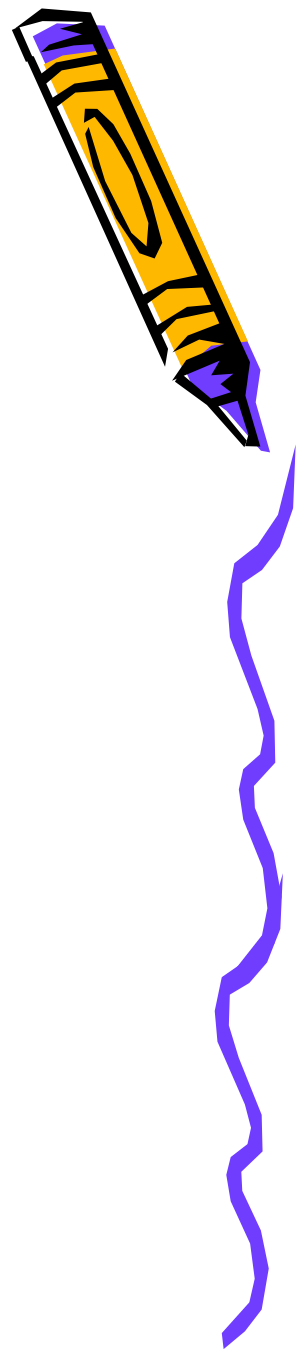
Each of the 7 areas of learning has its own set of Early Learning Goals which determine what most children are expected to achieve by the end of Reception Class.

The children will either be emerging or expected. Please note there is no longer an exceeding judgement.



# Tapestry

- Enables parents to view observations of your child's learning in school.
- Parents can respond to observations and their responses are automatically stored in your child's learning journey.
- Will now be used by practitioners to record wow moments.
- Parents can submit their own photos and videos that are approved by teaching staff before being entered into the child's learning journey.



## The first few weeks

We will find out what the children  
already know and can do  
and use this information to help us develop an  
individual learning programme  
for each child.

*We would value any contributions  
you would like to make in helping us  
get to know your child's needs.*

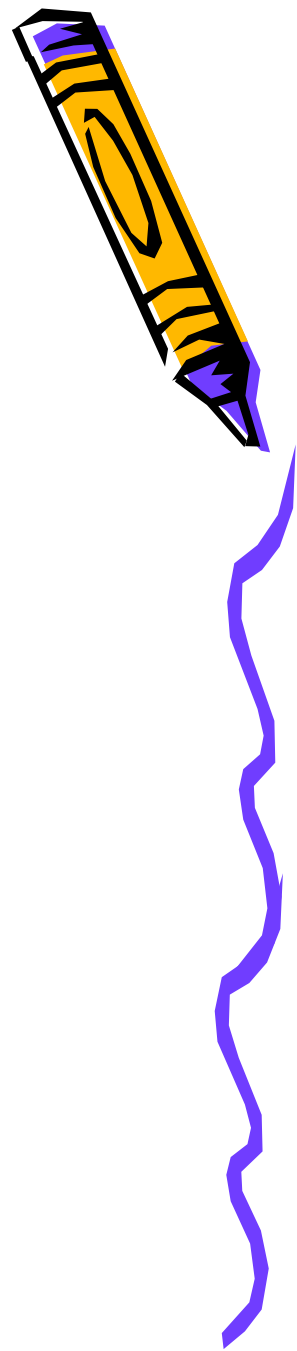
**DATE FOR YOUR DIARY**

You will be invited to discuss  
your child's progress & adjustment  
to school within the first term at  
parents evening.  
18th and 21st October



## Reception Baseline

- Short interactive assessment of early literacy, communication, language and maths skills
- Takes approximately 20 minutes.
- It will measure progress between the start of Reception and the end of Year 6.
- The data will not be shared and will only be accessed by the DFE.



## A TYPICAL DAY IN RECEPTION CLASS

8.45- 9.10- Children register and collective worship.

9.10- Phonics

9.40- Literacy Activities

10.45- Break Time

11.00- Maths Activities

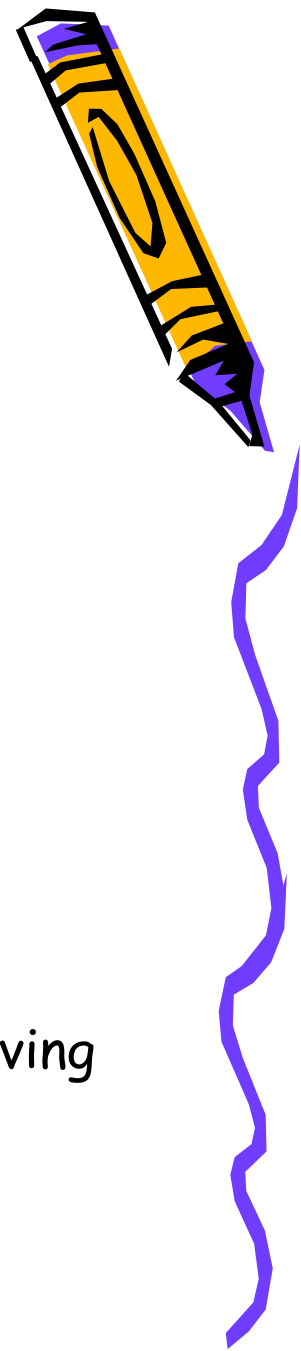
12.00- Lunchtime

1.05- Topic/ RE

3.00- Story time/ Tapestry Time

3.15- Home time

Reception children will attend Mass and Assemblies after October half term. At present, only parents of children receiving awards are allowed to attend assemblies.

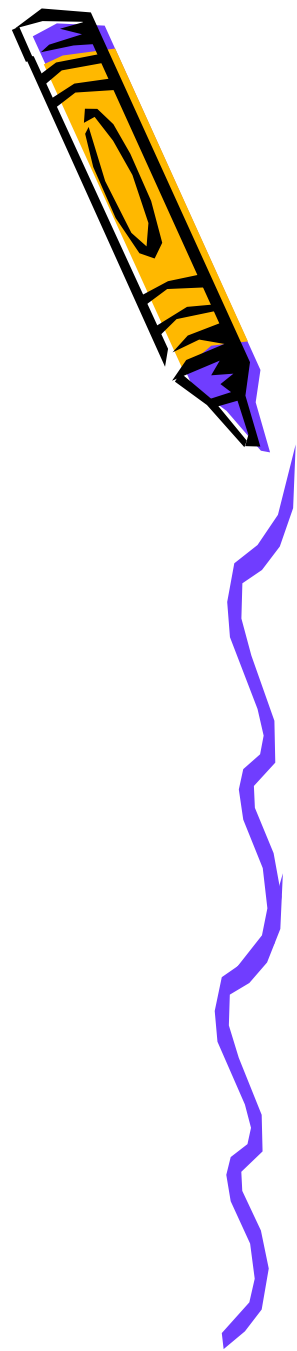




# Behaviour

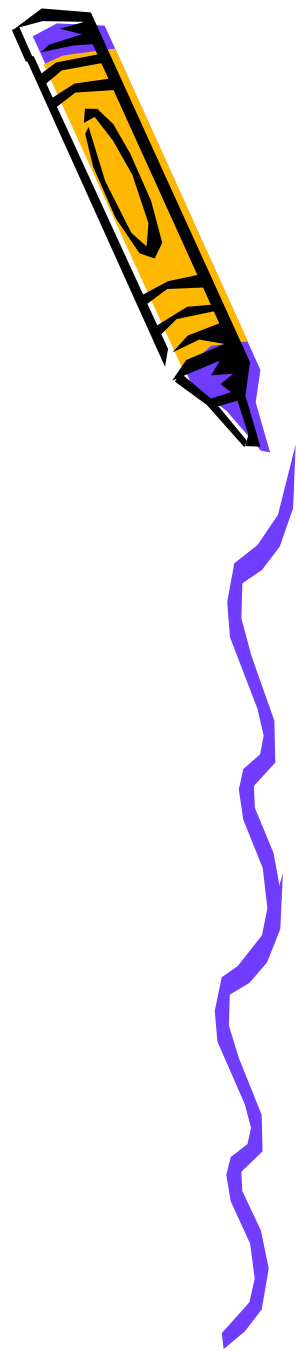


It's good to be green!



# Praise and Reward

- Star of the day- based on behaviour chart.
- Merit points- Certificates are then given in assembly.
- Good to be green stickers every Friday- child put into a prize draw each term.
- Head Teacher stickers



# Phonics



# Phonics

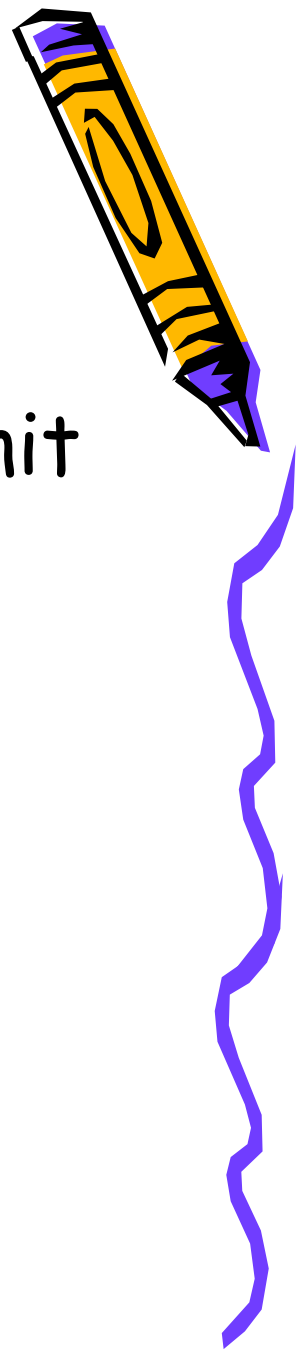
- Children in EYFS are taught phonics everyday.
- It begins in Nursery with developing children's LISTENING SKILLS.

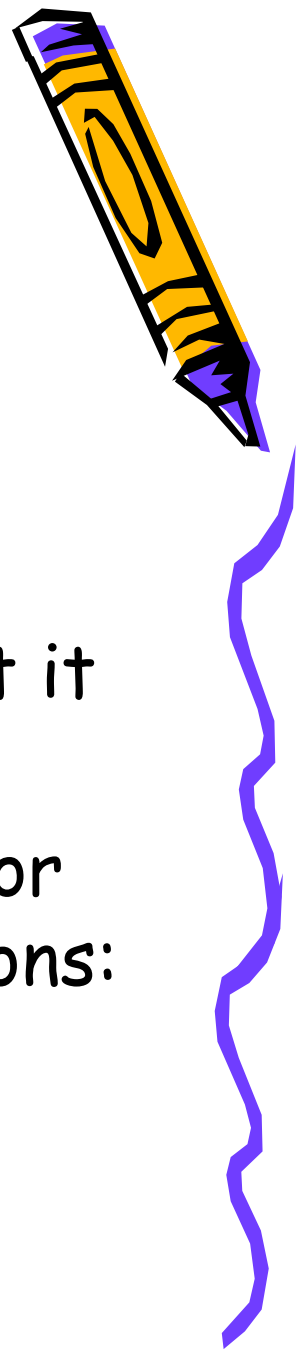


# Definitions

- A **phoneme**- This is the smallest unit of sound in word
- How many phonemes are in the word

cat?





- A grapheme

These are the letters that represent the phoneme.

Children need to practise recognising the grapheme and saying the grapheme that it represents.

The grapheme could be 1 letter, 2 letter or more! We refer to these as sound buttons:

T      ai      igh



# Blending

- Recognising the letter sounds in a written word, for example

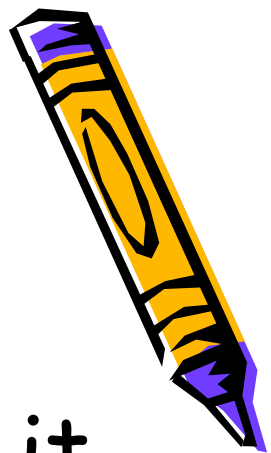
c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.



# Segmenting

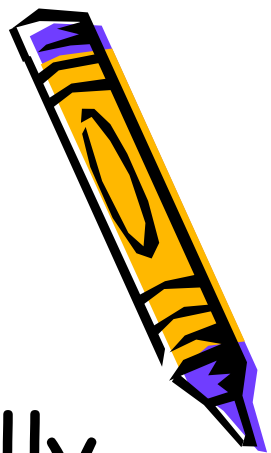
- 'Chopping Up' the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word e.g. Jam j-a-m.





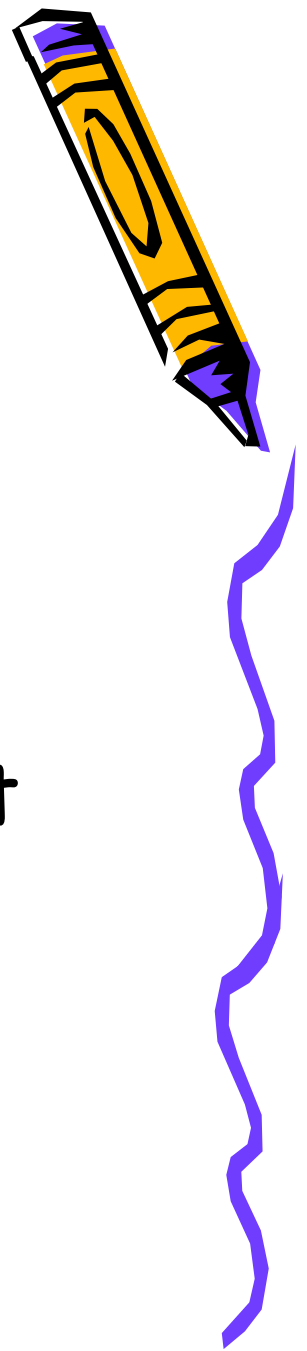
# Tricky words

- Words that are not phonetically decodable e.g. The, go, no & to.
- Some are tricky to start off with but become decodable once we have learnt the harder phonemes e.g out & there.

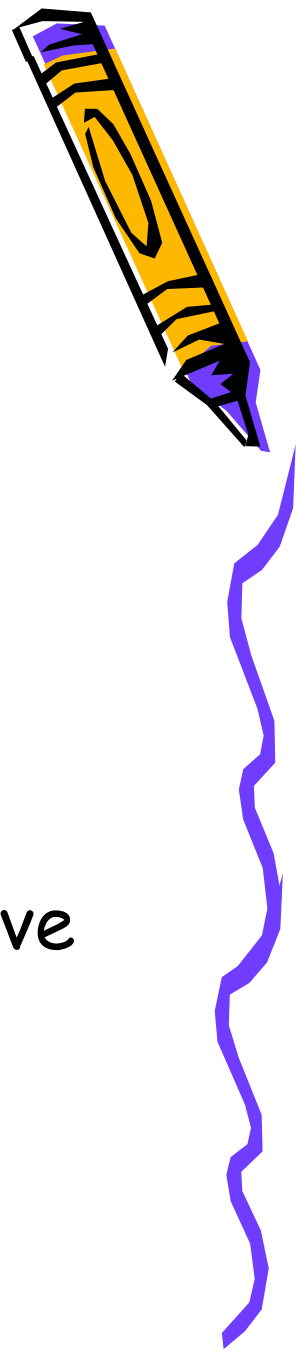


# What you can do..

- Make large word cards and stick them up around the house.
- Spot the words in books.
- Look for words when out and about e.g signs and posters etc.
- Make two copies of each word and play matching pairs and snap.



# Writing- how to support at home

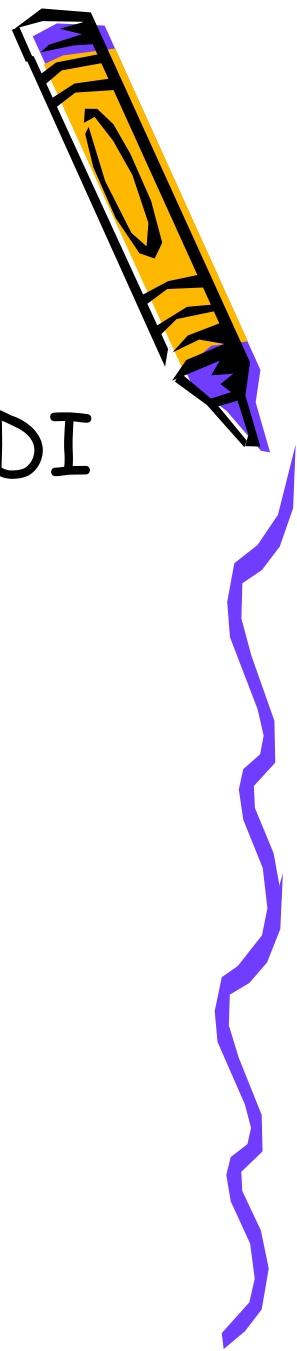


- Support your child to write their name with the correct letter formation.
- Give your child a purpose for writing- a shopping list, a card, a letter to grandparents etc.
- Draw pictures. Talk about what they have drawn.
- Promote correct pencil grip.



# Pronouncing the sounds

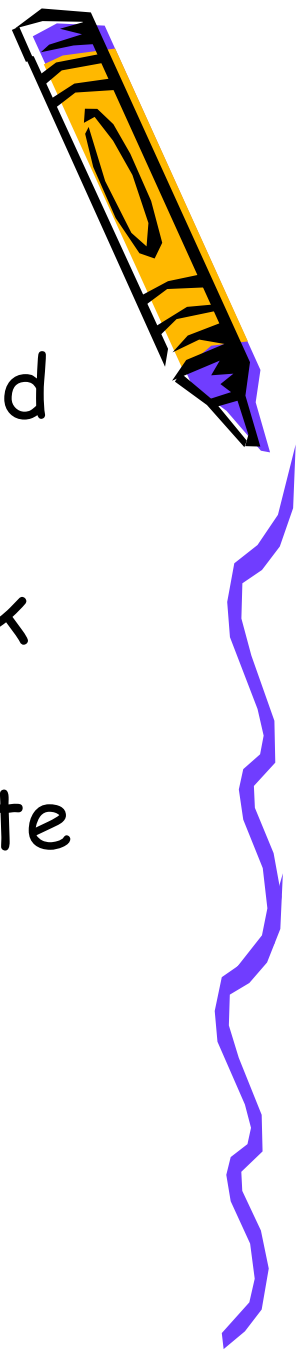
<https://www.youtube.com/watch?v=DIpcahxNSU4>



# Active Learn

Books will be sent out on a Monday and Wednesday.

Your child will also be allocated 1 book online every Friday. This online program enables your child to complete the books and enjoy a selection of games where they are able to collect points.

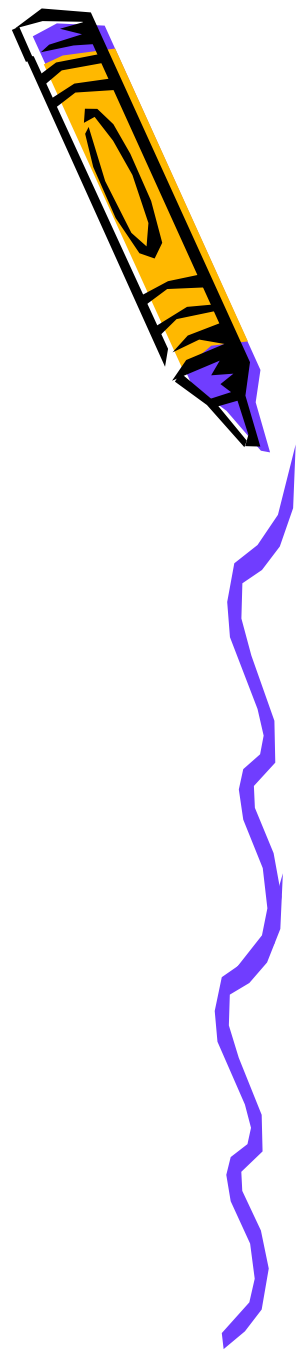


# Reading with your child at home....

Please encourage your child to:

- talk about characters
- Talk about how it made them feel
- what they liked/didn't like
- what might happen next?
- talk about new words and what they mean
- talk about the layout of information texts

Please remember to comment in your  
child's reading record so we know it is  
ready to be changed.



Thank you for listening

We look forward to working with your  
child this year.

