

Reception Information & Curriculum Meeting

Wednesday 21st September 2022

We are Reception!

**Welcome to
Reception**



Purpose of Today

- Who's in class
- Timetable and overview of learning
- Expectations for Reception
- Reading, Writing (including phonics and Literacy) and Maths
- Behaviour management
- Reception Baseline Assessment and End of Reception Profile
- How to support your child at home
- Key information

Who's in Class?

Mrs Barber (Class Teacher/EYFS Lead)

Miss Allen (Higher Level Teaching Assistant)

Miss Watson (Teaching Assistant)

The Children Will Also See:

Mr Hudson (Executive Head Teacher)

Mrs Ward (Executive Deputy Head Teacher)

Life in Reception

During your child's time in Reception, they will..

- Be encouraged to become more independent as they move towards more formal working.
- Move towards End of Year Expectations which are known as Early Learning Goals.
- There won't be much homework, however home reading books are sent home weekly.
- Complete baseline and end of year assessments.

A typical day in our Reception Class...

Ovingham CE First School Timetable - Reception					
	Mon BB, EA	Tue BB, EA	Wed BB, EA, JW	Thu BB, EA, JW	Fri EA, JW
08:50 – 08:55	Registration	Registration	Registration	Registration	Registration
08:55 – 09:10	Worship	Worship	P.E 9:15 – 9:45	Worship through Song	Worship
09:10 – 09:30	Phonics	Phonics		Phonics	Phonics
09:30 – 10:20	English	English	Phonics and English	English	English
10:20 – 10:30	Snack and a Story/Circle Time				
10:30 – 10:45	Break				
10:50 – 11:50	Maths	Maths	Maths	Maths	Maths
11:50 – 13:00	Lunch				
13:00 – 13:40	Science	Art/DT	History/ Geography	PSHE/Music	R.E
13:40 – 14:40	Child-Initiated Learning				
14:40 – 15:00	Storytime/Circle Time				

- Continuous Provision will be provided within each area of learning.
- This document is a flexible working document, with opportunities for children to adapt and change according to where they take their own learning.

Learning in Reception



In Reception children are provided with a play-based curriculum that includes a wide and varied selection of learning experiences through a balance of planned, purposeful play and a mix of whole class teaching, child-initiated learning and adult-led activities.

- Child-initiated: Children make choices from within the learning environment and create their own challenges and outcomes.
- Adult-supported: Resources will be adapted by an adult to stimulate and consolidate learning through careful questioning and planning.
- Adult-directed: Children engage with planned activities to meet specific learning outcomes.

Through careful observation, adults are then able to provide purposeful and challenging next steps for all children so they can thrive and reach their full potential.

Literacy

Maths

Understanding
the World

The EYFS
Development Matters

Physical
Development

Personal, Social,
Emotional
Development

Communication
and Language

Expressive
Arts and
Design

The EYFS Early Learning Goals (ELGs)

Literacy

Comprehension

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Specific Areas

Maths

Number

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Understanding the World

Past and Present

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Expressive Arts and Design

Creating with Materials

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

The EYFS Early Learning Goals (ELGs)

Prime Areas

Personal, Social and Emotional Development

Self-Regulation

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Physical Development

Gross Motor Skills

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Communication and Language

Listening, Attention and Understanding

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Reception Topic map for Autumn Term

Autumn Term Curriculum 2022 Reception



Maths

- Saying number names forwards and backwards to 10.
- Recognise numerals.
- Counting objects and amounts accurately.
- Learning about 1 more and 1 less.
- Language of time – morning, afternoon, yesterday, today and tomorrow.
- Recognising 2D shapes and using them appropriately to make pictures and models.
- Comparing and matching amounts.
- Sorting objects by colour, size and shape.
- Comparing size, mass and capacity.

Personal, Social and Emotional Development

- Understanding and following routines and class rules including hygiene routines.
- Learning simple strategies for use in school to support managing feelings and behaviour.
- Making new friends.
- Looking after own belongings and school equipment.
- Learning where things are and selecting resources independently e.g. putting on aprons before painting.

Literacy

- Identifying rhyming words in rhymes, songs and stories.
- Confidently recording ideas with pictures and mark making.
- Saying the sound that a word starts with.
- Listening for other sounds in words e.g. d-o-g.
- Recognising words and letter sounds (phonemes).
- To write own name using the correct letter formation.

Marvellous Me!

Expressive Arts and Design

- Singing songs, action rhymes and dancing.
- Introduction to percussion instruments.
- Explore mixing colours with paint.
- Explore different media and materials.
- Rolling and moulding play dough.
- Joining construction toys to make things e.g. large wooden blocks, Lego and K'nex.

Communication and Language

- Following simple instructions.
- Talking with adults and other children.
- Taking turns when talking.
- Listening and responding to others.
- Talking about story events and relating these to own experiences.

Physical Development

- Using scissors safely and with the correct cutting action.
- To use simple tools effectively.
- Holding a pencil with a comfortable and efficient grip.
- To form lower case letters correctly.
- Dressing and undressing independently.
- Travelling in different ways and directions with awareness of others and obstacles.
- Jumping and landing safely.

Understanding the World

- Becoming familiar with the adults who work in school and the school environment.
- Talking about families.
- Celebrations.
- Observing seasonal change - Autumn.
- Using simple technology.

Phonics

When the children begin school in Reception, they start a phonics programme called Little Wandle. In Reception and Key Stage One, children receive daily 15-minute sessions where they learn a new sound each day.



Grapheme chart

Phase 2 and 3

s	ī	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	k	rr		bb	ff	ll	j	v
							ck							vv
							cc							
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	

Phonics

While completing this programme, children read books that are matched to their phonics knowledge. This allows them to apply their segmenting and blending skills.



This also provides the opportunity for children to build fluency in their reading style as they re-read texts suited to their reading ability.

Reading

At the start of Reception children bring home wordless books or books that have very few words. These books are very important for their development. As your child's phonics knowledge develops, they will receive phonics-based books.

On Mondays, children are given a VIPERS focus question and two reading books to read at home throughout the week. These books are returned on a Friday. The two books are a 'My Book' and an 'Our Book'.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Reception Literacy Early Learning Goal

Literacy

Comprehension

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Maths

All classes across school follow the White Rose Scheme for maths. In Reception, maths is taught daily and consists of practical and recorded tasks.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you (Take this time to play and get to know the children!)			Just like me!			It's me 1, 2, 3!			Light and Dark		
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	To 20 and Beyond			First, then, now			Find My Pattern			On the Move		

Reception Maths Early Learning Goal

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Behaviour Management



Dojo points – Children will earn individual monster points for achievements in class. This may be for participation, outcome, being a good friend, plus many more.



House Points – Children will earn house points. These are class rewards, when we have all worked hard, good teamwork, smartest line around school, in worship, plus many more. Each week during Friday's worship, the house points are collected, totaled and all houses including the winning house are celebrated on their achievements.

We have a happy classroom!

In our classroom we....

Our Friendship Rules

We listen to each other



We share our toys



We take turns



We say kind things



We help each other



We have fun together

Are kind
share toys
look after our toys
look after each other
have kind hands
do good listening
smile
sit smartly
take turns
tidy up.

Kind Hands, Kind Feet, Kind Words



Behaviour Management

To ensure we all have a positive fun learning experience in school, each class uses the 1, 2, 3 system following the behaviour policy (you can find this on our website).

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining why their behaviour is unacceptable (the child will be told they are on a 'one').
- If the pupil does not stop immediately, the teacher will give a second warning (the child will be told they are on a 'two').
- If the behaviour continues following this, the teacher may issue a sanction (the child will be told they have reached a 'three').

In the Early Years children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive (good) choices in their behaviour. The Reception team will intervene when behaviour is persistently disruptive or potentially harmful.

We do this by:

- Providing a first warning; being clear about the behaviour that is unacceptable.
- Providing a second warning; supporting the child to think of solutions to put things right.
- Providing quiet time (reflective time) before talking through the situation with an adult.

At times it may be necessary to skip steps or seek the support of additional members of staff. In which case we would inform the parents/carers the same day.

For children with a specific behavioural needs, we will introduce Individual Behaviour Plans (IBP) to support their needs. This will be put together by the class teacher and SENDCo and shared with the parents of the child as we work together.

Reception Baseline Assessment

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most Reception children are familiar with.

Reception baseline assessment

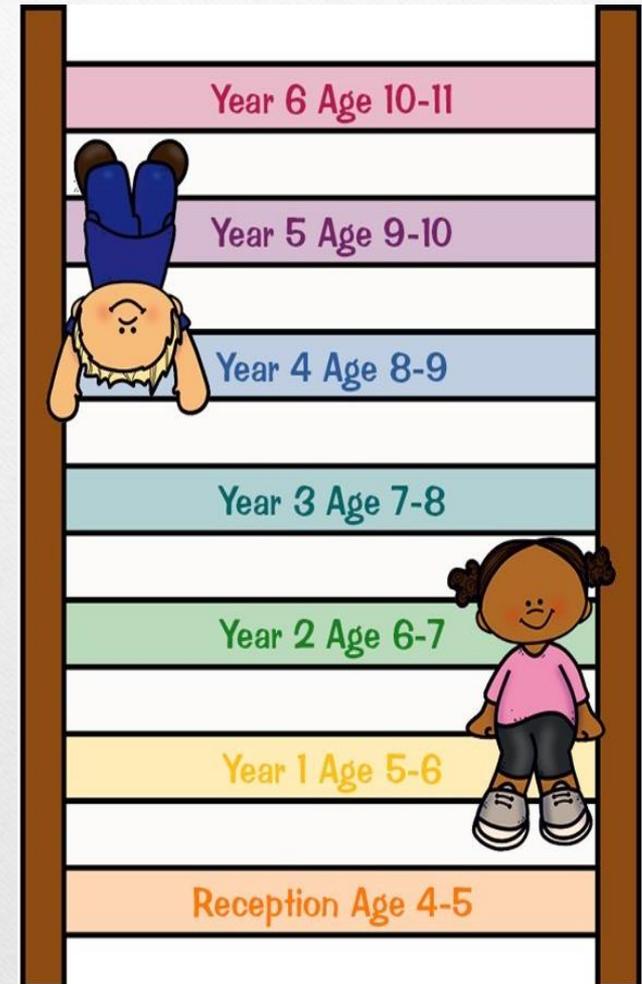
Improving the way we measure progress in primary schools



The RBA is not about judging or labelling your child or putting them under pressure. Your child cannot 'pass' or 'fail' the assessment. It's main purpose is to create a starting point to measure the progress schools make with their pupils.

Reception Baseline Assessment

When your child reaches year 6, the end of key stage 2, you will be able to see how well your child's school has supported the year group in their time at first school and middle school, compared to other schools nationally. Before the RBA the progress measure used was only between key stage 1 and key stage 2, missing out the crucial work schools do between reception and year 2, the end of key stage 1.



Communication

Everyday:

- Big or small we are here to help.
- Messages: leave a message in the office via email or phone.

Electronically:

- Class page on the school website.
- Twitter page for events (class trips/special events/visitors).
- Tapestry.

Reporting Home

- Two formal parent/carer meetings a year.
- End of year written report.

How can I help?

We want to encourage our children to be as independent as possible. Encouraging your child to dress themselves independently is a great skill.

Read everything! Books are for enjoyment, as well as learning, so encourage reading as much as you can. Talk about what they've read, ask opinions, make predictions, visit the library. Reading doesn't just have to be the books we send home.

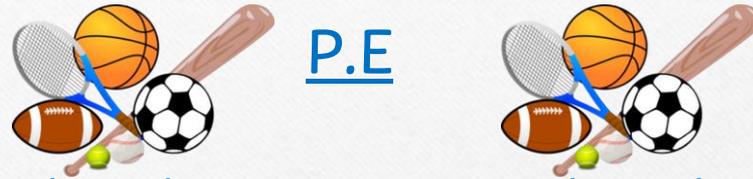


Tapestry!

Tapestry is a great way of communicating with me. If your child has done anything they'd like to share, pop it on tapestry and we can have a look at it together.

Feel free to come and see me before or after school, I'll always be around!

Key information



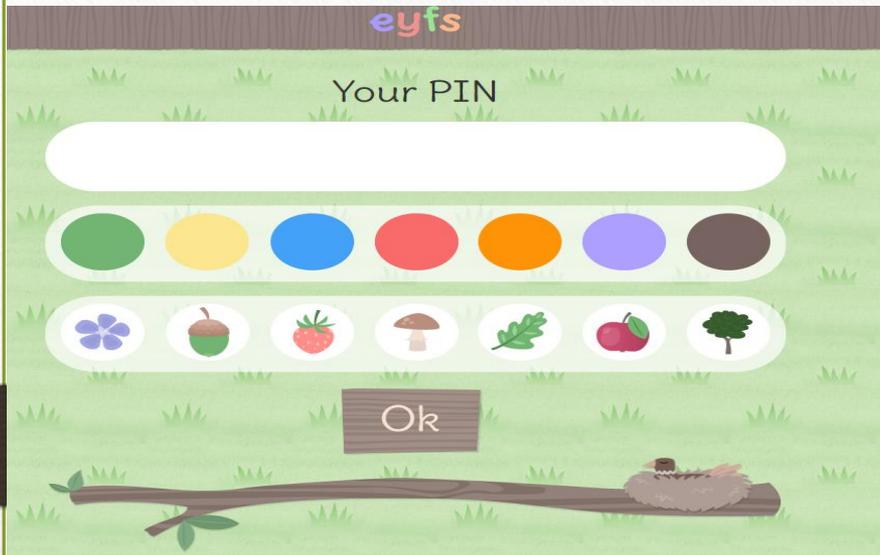
P.E

PE sessions will take place every Wednesday morning. The children will come into school wearing their P.E kit.

Outdoor Day/Forest Schools

We are fortunate to have beautiful grounds at Ovingham CE First School and we spend lots of time exploring the world around us, whatever the weather! We ask that children have a pair of wellies or outdoor shoes that are kept in school for these occasions. We also have dedicated Forest School days throughout the autumn, spring and summer terms. More details about this will follow.

School 360



Your child will receive their own School 360 login. They will use the EYFS login page to access their account. There are lots of amazing resources that the children can explore including 'Busy Things' and earn points to personalise their avatars.



Useful information

- New Starter Welcome Pack

- Email address:

Admin@ovinghamfirst.northumberland.sch.uk

- Website:

<http://www.ovinghamfirst.northumberland.sch.uk>

- Reception Class Page:

<http://www.ovinghamfirst.northumberland.sch.uk/web/reception/105492>

- Twitter: @ovinghamfirstschool

Thank you!

Have you got any questions?