

Welcome to our

Reception

Curriculum

18



RESPONSIBILITY  
OF PARENTS



**Aims of induction- to help support our parents to better understand the EYFS curriculum in Reception at Beaver Road with a focus on early reading, phonics and maths.**

- Welcome**
- Baseline and beyond**
- How we organise Reception**
  - Yearly overview**
  - Weekly timetable**
    - Reading**
    - Phonics**
  - Handwriting**
    - Maths**
    - Tapestry**
  - Learning at home**
    - Q and A**

A yellow box filled with various colored chalk sticks (red, blue, green, orange, purple, white) sits on a white surface. The surface is decorated with colorful paint splatters in red, yellow, blue, and orange, and a faint handprint is visible. The text "Transition to Reception" is overlaid in a large, black, sans-serif font.

# Transition to Reception

## Baseline(s)

The bottom half of the image has a solid teal background with abstract, darker teal and blue paint splatters. The text "What comes next?" is overlaid in a large, black, sans-serif font.

# What comes next?





# HOW DOES IT ALL WORK?



**5 classes - 5 distinctive spaces      2 shared outdoor spaces**

**Whole-class learning      Guided-group practice and exploration**

**Class-based learning and challenges      Free flow invitation**

## Areas of Learning and Development

### Prime Areas

Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none"><li>• Self- Regulation</li><li>• Managing Self</li><li>• Building Relationships</li></ul>	<ul style="list-style-type: none"><li>• Gross Motor Skills</li><li>• Fine Motor Skills</li></ul>	<ul style="list-style-type: none"><li>• Listening, Attention and Understanding</li><li>• Speaking</li></ul>

### Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"><li>• Comprehension</li><li>• Word Reading</li><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Number</li><li>• Numerical Patterns</li></ul>	<ul style="list-style-type: none"><li>• Past and Present</li><li>• People, Culture and Communities</li><li>• The Natural World</li></ul>	<ul style="list-style-type: none"><li>• Creating with Materials</li><li>• Being Imaginative and Expressive</li></ul>

# Reception Long Term Overview 2024 / 25

Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	<p><b>Autumn 1</b> What makes me happy and healthy?</p> <p><b>Global Goal Link -</b> Good Health and Well-Being</p>	<p><b>Autumn 2</b> Where in the world do animals live?</p> <p><b>Global Goal Link -</b> Life on Land  Life Below Water</p>	<p><b>Spring 1</b> What makes a good toy?</p> <p><b>Global Goal Link -</b> Industry, Innovation and Infrastructure Responsible Consumption and Production.</p>	<p><b>Spring 2</b> What happens on the farm?</p> <p><b>Global Goal Link -</b> Life on Land and Responsible Consumption and Production</p>	<p><b>Summer 1</b> How can I be a change-maker?</p> <p><b>Global Goal Link -</b> Gender Equality and Peace Justice and Strong Institutions</p>	<p><b>Summer 2</b> What goes up, up and away?</p> <p><b>Global Goal Link -</b> Sustainable Cities and Communities</p>
<p>Planning around quality text.</p>	<ol style="list-style-type: none"> <li>1. These Feelings (Think Equal)</li> <li>2. The Weather Inside Me (Think Equal)</li> <li>3. The Rainbow Fish</li> <li>4. Coming to England</li> </ol> 	<ol style="list-style-type: none"> <li>1. Polar Bear, Polar Bear.</li> <li>2. The Moose is Mine</li> <li>3. Anansi</li> </ol> 	<ol style="list-style-type: none"> <li>1. Lost in the Toy Museum</li> <li>2. Where's my Teddy?</li> <li>3. All Aboard the Toy Train (poetry)</li> </ol> 	<ol style="list-style-type: none"> <li>1. What the Ladybird Heard</li> <li>2. Farmer Duck</li> <li>3. Squash and a Squeeze</li> </ol> 	<ol style="list-style-type: none"> <li>1. Martha Maps it Out</li> <li>2. Here We Are</li> <li>3. Our Home (Think Equal)</li> </ol> 	<ol style="list-style-type: none"> <li>1. Whatever Next</li> <li>2. Amelia Earhart Story</li> <li>3. Poetry whole school focus.</li> </ol> 



Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:50-09:10	Welcome, registration and morning challenge				
09:10-09:30	Assembly 	PPA- computing, art, PE.  FREE FLOW	 Essential Letters and Sounds	 Essential Letters and Sounds	Assembly 
09:30-10:15	Guided Reading and Deliberate Practice in small groups. Class based CP		Guided Reading and Deliberate Practice Class based CP	Guided Reading and Deliberate Practice Class based CP	Book change
10:15-11:20	FREE FLOW - Continuous Provision and adult led focus activities Gross motor focus with CS		FREE FLOW - Continuous Provision and adult led focus activities		
11:20-11:30	Tidy up classrooms and outdoors				
11:30-12:00	 Essential Letters and Sounds	 Essential Letters and Sounds	English 	UW 	 Essential Letters and Sounds
12:00-12:10	Story/lunchtime routines				
12:10-1:10	Lunchtime				
1:10-1:30	English 	Maths 	Maths 	English 	Maths 
1:30-1:50	Class based focus activity and continuous provision				
1:50-2:20	FREE FLOW - Continuous Provision and adult led focus activities				
2:20-2:30	Tidy up classrooms and outdoors				
2:30-2:50	Handwriting 	Think Equal 	UW 	Maths 	Handwriting 





# READING

Cultivating a love for reading...

Be a brilliant role model - share your love of reading- let your child see you reading.

Develop family reading rituals - bath-book-bed

Do some spin-offs from well-loved books - invite a tiger for tea!

Visit your local library

Do lots of reading when you are out and about



Oxford  
Reading  
Buddy

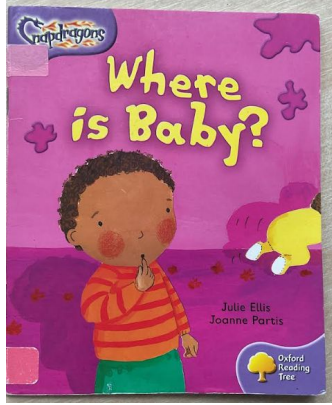
A coach to children and a friend to teachers



In school...

- Weekly Guided Reading sessions
- Group reading where teacher will model reading strategies.

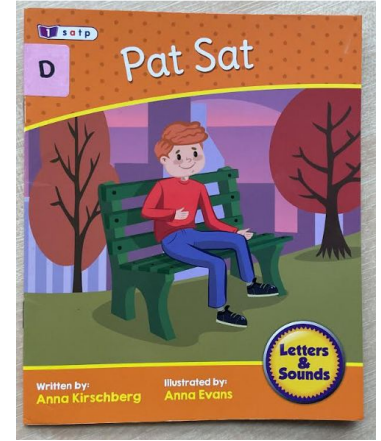
# READING- your child's 3 books



Colour banded non-decodable book. Your child will need to use other reading strategies when reading this text.



Library book chosen by your child.



Phonic book- This should be a book where your child has encountered at least 90% of the sounds.

Oxford Reading Buddy

**Reading Strategies**


I sound out and blend the phonemes.

"c - ar - p - e - t"  
 "car - pet"  
 "carpet"



**Reading Strategies**

I use the pictures to help me look for clues.



The dog built a snowman.

**Reading Strategies**

I look for smaller words hiding inside bigger words.



teacher  
teacher


# READING STRATEGIES

**Reading Strategies**

I can cut words up into syllables.


thun der ing

thundering



**Reading Strategies**


I listen to the words as I read them, to see if they make sense.



?

**Reading Strategies**


I read on to see if I can make sense of a word I don't know.



FF

**Reading Strategies**

I use the punctuation to help me make sense of what I am reading.



Help! Please, can you help?

**Reading Strategies**

I look to see if the word looks similar to one I already know.



could would

I should go and...

# Phonics

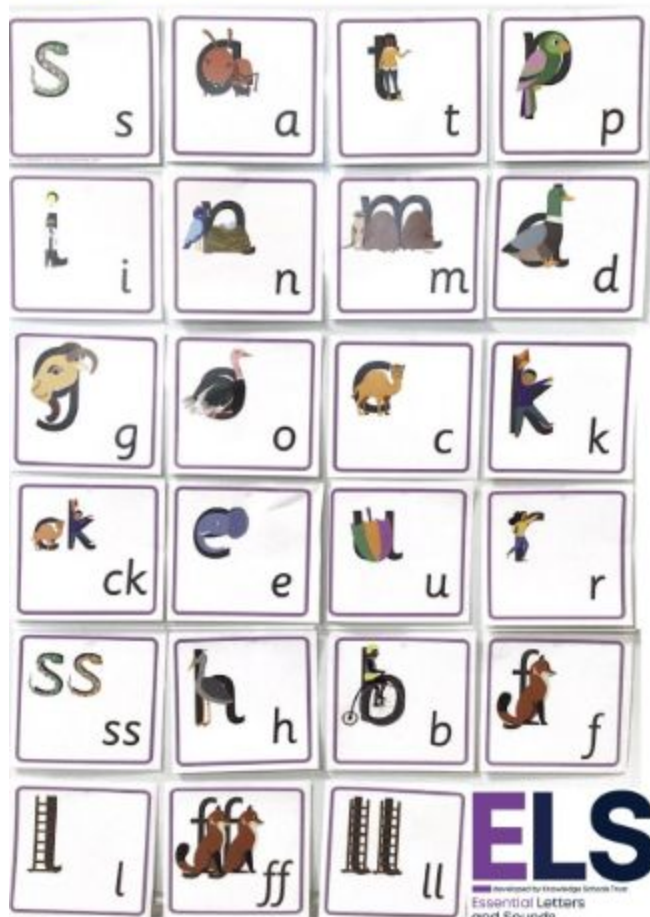
What is phonics?  
How do we teach it?



# What is phonics?

1. Matching the sounds of spoken English with individual letters or groups of letters.
2. How sounds are represented by written letters. For example, they will be taught that the letter 'm' represents an *mmm* sound.
3. How sounds can be blended together to make words. For example, they will be taught that the sounds of the letters 'c-a-t' blend together to make the word 'cat'.
4. It is just one of the many strategies that we use to teach early reading.

## Phase 2 Phonics Mat



\*In your child's reading record.

# Phase 3 Phonics Mat

 j	 v	 w	 x	 y
 z	 zz	 qu	 ch	 sh
 th	 ng	 nk	 ai	 ee
 igh	 oa	 oo	 ar	 ur
 oo	 or	 ow	 oi	 ear
 air	 ure	 er	 ow	

## **phoneme**

A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

## **grapheme**

Written letters or a group of letters which represent one single sound (phoneme)  
e.g. a, l, sh, air, ck.



## digraph

Two letters which together make one sound e.g. ee, oa, ea, ch, ay.

There are different types of digraph:

- **Vowel digraph:** a digraph in which at least one of the letters is a vowel, for example; boat or day.
- **Consonant digraph:** two consonants which can go together, for example shop or thin.
- **Split digraph** (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.

## trigraph

Three letters which go together make one sound e.g. ear, air, igh, dge, tch.

## **blend**

Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.

## **segment**

This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.

**In ELS we call tricky words ‘harder to read and spell words’**

## **tricky words**

Words that are difficult to sound out e.g. said, the, because.

# Pure Sounds

\*It is **extremely important** to pronounce sounds correctly. This video link is already on the website and shared on learning at home grid.

\*After a Phonics assessment, we will send home any sounds/harder to read and spell words that your child has gaps with to practise at home.

**Oxford**OWL



How to pronounce  
pure sounds

**pure sound**

Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

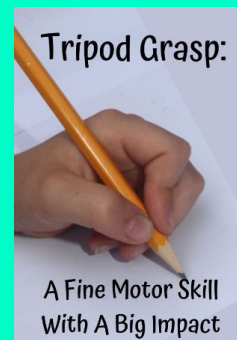
# Handwriting- letter formation and pencil grip

- We will consistently support your children with holding a pencil using a tripod grip.
- Gently supporting your child to form their letters with greater accuracy.
- Name writing- gently reminding children to use a capital for the first letter and lowercase for all other letters in their name (ChArliE- Charlie)

## Beaver Road – Agreed script to explain how to write the letters of the alphabet

a - Start at the top Round like a c, up down and flick	n - Start at the top Straight down, bounce back up, nearly at the top, bridge and down
b - Start at the top Straight down, bounce back to the middle. Round big belly (Clockwise)	o - Start at the top Round like a c and back to the beginning
c - Start at the top Round like a c	p - Start at the top Straight down, bounce back up, nearly at the top, curve back round to the middle
d - Start at the top Round like a c, up tall, down and flick	q - Start at the top Round like a c, up, straight down and kick
e - Across, over, round like a c	r - Start at the top Straight down, bounce back up, bridge and stop
f - Start at the top Start like a c, straight down, swing like a g and cross	s - Start at the top Round like a c and curve, back round the other way
g - Start at the top Round like a c, up, down and swing like a g	t - Start at the top Straight down and flick, lift and cross
h - Start at the top Straight down, bounce back up to the middle and bridge.	u - Start at the top Down, round and up to the top, down and flick
i - Start at the top Straight down, flick and dot	v - Start at the top Slide down, slide up

j - Start at the top Straight down, swing like a g, lift and dot	w - Start at the top Slide down, slide up, slide down, slide up
k - Start at the top Straight down, bounce to the middle, loop and kick	x - Start at the top Slide down, lift and cross
l - Start at the top Straight down, flick	y - Start at the top Down, round and up to the top, down and swing like a g
m - Start at the top Straight down, bounce back up, nearly at the top, bridge and down, back up, bridge and down	z - Start at the top Across, slide down and across







## **PENPALS For Handwriting: Information For Parents**

Pattern practice and 'play' writing are an important part of handwriting development. Your child will be practising letter formation in a number of exciting ways: in sand, using paint, in the air, on the interactive whiteboard and iPads, as well as on paper with a pencil!

### **When your child is ready for letter formation, ask these questions:**

Where does the letter start?

Does it have an ascender? ( b,d,f,h,k,l,t)

Is it a short letter? (a,c,e,i,m,n,o,r,s,u,v,w,x,z) Does it have a descender? (f,g,j,p,q,y)

### **The lower case letter is introduced in four family types:**

**The family of long ladder letters**

**l i t u j y**

l i t u j y

**The family of one-armed robot letters**

**The family of curly caterpillar letters**

**c a d o s g q e f**

c a d o s g q e f

**The family of zig-zag monster letters**

# Maths



- In Reception, we use White Rose and Mastering Number which has been created by NCETM to support our teaching and learning of maths.
- We have four sessions per week, each session has a clear structure and we then incorporate elements of the teaching and learning for that week into our continuous provision.
- Mastering Number has clear progression, takes careful and well thought steps to embed and build key skills that will enable your children to have greater fluency and deeper mathematical knowledge and understanding throughout their school journey.
- Number Blocks- important element of Mastering Number
- Routines- counting, self registration on tens frames, use of numbers in the environment so that the children become familiar with number.

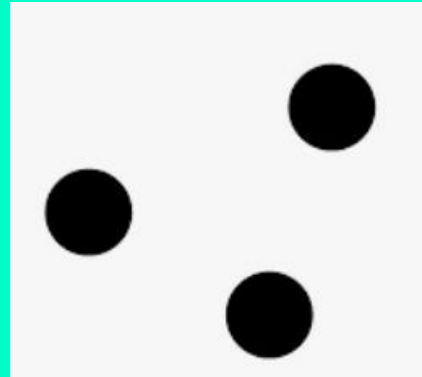


# Maths- subitising

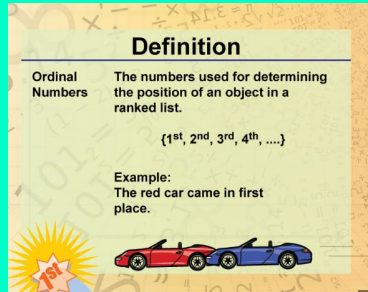


“Fast eyes to subitise”

- We will begin by teaching the children the concept of subitising.
- Subitising is knowing how many there are in a small group of objects by just looking and knowing straightaway without needing to count. We will introduce the children to the idea of having “fast eyes to subitise.”



# Maths- Counting, cardinality and ordinality.



- We then move onto counting, cardinality and ordinality.
- We teach this in practical ways to support the children with the understanding that **anything** can be counted.
- In school, we will introduce the children to a maths puppet. Last year, we had 'Marty Maths.'
- Make deliberate mistakes when counting. This will enable your children to explore misconceptions without challenging their confidence.

\*Cardinality- the idea that the last number in the count tells us how many there are altogether.





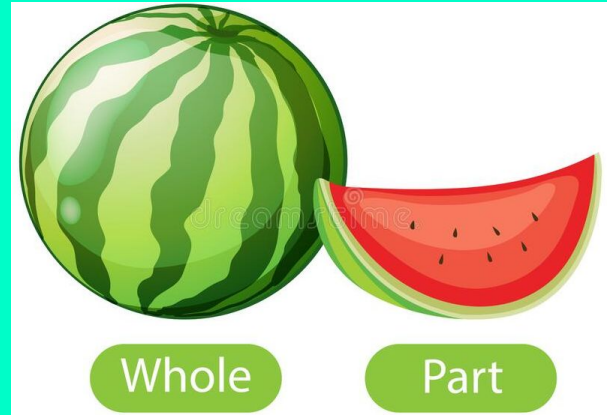
# Maths- Composition whole and part



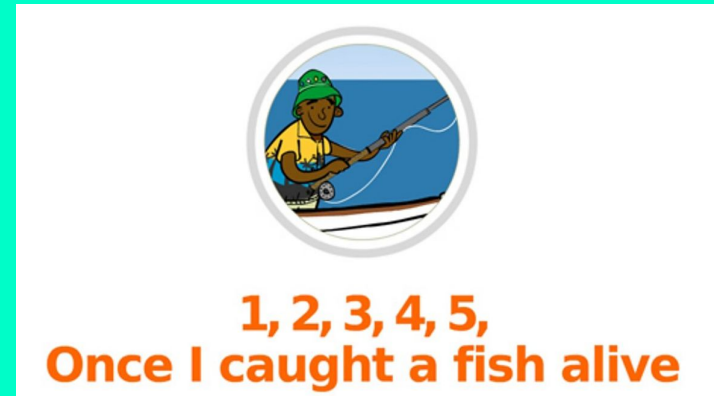
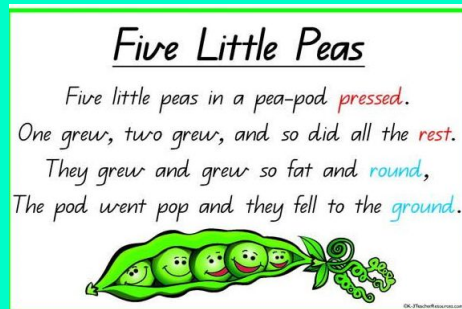
Whole of me



Part of me



# Maths- the power of rhyme and song



# Maths-

## Mathematics

### Number ELG

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 ELG

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.

- At the end of the Reception year, we will assess your children using the Early Learning Goals. Mastering Number and White Rose cover all aspects of the Early Learning Goals (and more!) for Number and Numerical Patterns. We were so pleased with the outcomes for our children last year.
- There is no longer a shape, space and measure Early Learning Goal, BUT it is still an integral part of your child's learning and development. We continue to explore shapes, time-days, months, spatial reasoning, etc.

# Mastering Number Parent Workshops

In the workshop, your child's class teacher will introduce **you and your child** to various number games. We encourage you to then play these games at home and let us know how they are going.



**W/B: 24th February 8:50 - 10:00**

**Each class will have one workshop during this week.**

**More information and specific dates will be given in the Spring term.**



*What is*



*?*

# Learning at home grid-

[illegible]



# PPA Day – Tuesday





## Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
Low	Happy	Wobbly	Angry
Running slow	Good to go	Caution	STOP!
Unhappy Tired Withdrawn Tearful	Positive Proud Calm Focused	Excited Nervous Frustrated Annoyed	Mad Furious Yelling Aggressive



Books are changed on Friday. Book bags are required.

Please pre order lunches at home

Lost property

PE happens on Tuesday

Please ensure all items of clothing are named

Newsletters come out twice per half term

Please check Tapestry for observations and add your own!

Reception Parents Coffee Morning Friday 11th October

Parents evenings Monday 4th November and Wednesday 6th November

Mastering Number workshops will be the week beginning 24th February



