



# Reception

Curriculum Information  
Meeting

# **RECEPTION**

Class Teachers: Mrs Turner (RT) & Mrs Mehilli (RM)

Support Staff: Mrs Walsh, Mr Fyfe (Across both classes)

EYFS Leader: Mrs Turner

# OVERVIEW

- Attendance
- Uniform
- Learning in the EYFS
- Behaviour
- A day in Reception
- RE
- Phonics
- Focus Week
- PE
- How you can help at home
- Communication with staff

# ATTENDANCE

- Gates open at 8.30am
- Children may come onto the decking and into the classroom at 8.40am
- Registers close at 8.50. If a child arrives after this time they will be marked down as 'late'
- After school please be prompt in leaving the playground so that clubs can start and refrain from using the field or the climbing areas.
- Please inform the office of any changes to Pick Up Arrangements

# ATTENDANCE

- Call the office in the morning to let them know that your child will not be attending
- When your child returns to school please provide a note to your child's teacher with an explanation of absence, or alternatively send an email to the school office
- This will allow the office to successfully authorise your child's absence and avoid unauthorised absences. Attendance is recorded on your child's report.

# What will my child be learning?

## The Prime Areas

### **COMMUNICATION AND LANGUAGE:**

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

### **PHYSICAL DEVELOPMENT:**

Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT:**

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..



# What will my child be learning?

## The Specific Areas

### **LITERACY:**

Involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

### **UNDERSTANDING THE WORLD:**

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

### **MATHEMATICS:**

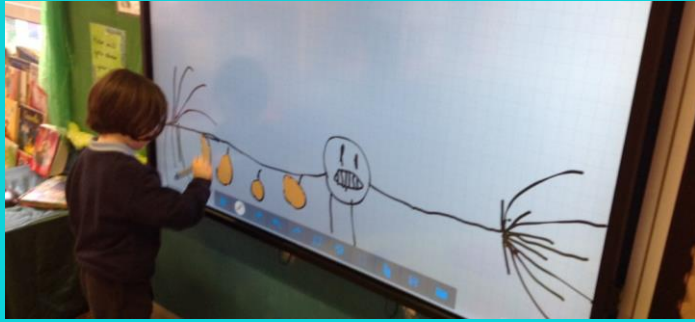
Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

### **EXPRESSIVE ARTS AND DESIGN:**

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.



# HOW WILL MY CHILD LEARN IN RECEPTION?



These 7 areas are used to plan your child's learning. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. Children in the EYFS learn by playing and exploring. Being active, being creative and critical thinking take place both indoors and outside. Teachers plan from the children's interests to ensure a full coverage of the seven areas of learning.



# BEHAVIOUR

- Three step escalation:
  - Reminder,
  - Warning
  - Timeout (Parents will be informed of any time outs)
- Children will be given explanations for why their behaviour was not appropriate
- Alternative choices will be explained
- Parents will be informed if their child has had a timeout and if there are consistent and repetitive timeouts, a member of staff will contact parents to help support choices.
- Lots of positive reinforcement
- House Stars
- Headteacher Stickers

# A TYPICAL DAY IN RECEPTION AT ST CATHERINE'S

Playground gate opens at 8.30am

Children can come into the classrooms from 8.40am

Morning routine:

Book bags in boxes

Coats on pegs

Register & choose lunch

Count off

Wake Up & Shake Up

Morning prayer

# A TYPICAL DAY IN RECEPTION AT ST CATHERINE'S

8.50 - 9.00 Handwashing, welcome, register

9 - 9.10 Golden Mile

9.10 - 9.20 Collective Worship

9.20 - 9.35 RT and RM have phonics

- Then it is time to 'get busy!' and learn through play -

Children are able to choose and select resources both inside and outside the classroom independently. Child-initiated activities are tailored to suit the children's interests.



# A TYPICAL DAY IN RECEPTION AT ST CATHERINE'S

Children help themselves to snack throughout the morning.

11.05 - 11.15 \*tambourine shakes\*

Tidy up time! "choose it, use it, put it away!"

11.15 - 11.30 Carpet time (Numeracy/Literacy)

11.30 - 11.45 Story Time

11.45 Get ready for lunch

12.00 - 13.00 Lunchtime

13.00 - 13.25 Afternoon register and Carpet time (Numeracy/Literacy)

- Time to get busy -



# A TYPICAL DAY IN RECEPTION AT ST CATHERINE'S

14.30 - 14.40 Tidy up time "choose it, use it, put it away!"

14.40 - 15.00 Story time

Show and tell

Mystery Storyteller

15.00 - 15.10 Circle time and getting ready for home time

15.10 End of the day prayer

15.15 Dismissal



# RE

- 3 prayers per day
- 2 formal sessions of RE
- Daily collective worship
- Prayer service
- Class Masses



# PHONICS - Little Wandle Letters and Sounds Revised



The journey to independent reading and writing begins with Phonics

- Daily short sessions
- Specific order of teaching
- Repeated practice
- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

# PHONICS - Little Wandle Letters and Sounds Revised



[HTTPS://YOUTU.BE/-ZTJFIVA\\_FS](https://youtu.be/-zTJfIvA_FS)

THIS IS HOW WE SAY OUR SOUNDS!



# FOCUS WEEK

- Your child will be a focus child 2 times a year.
- Prior to your child being a 'focus child', we will email you an information sheet to fill in. In this, you have the opportunity to tell us about anything significant in your child's life, ask questions and highlight areas of concern.
- We would also like you to upload a photo of your weekend onto tapestry to give us a starting point for discussions with your child.
- The week after your child has been a focus child you will meet with the class teacher for a consultation to discuss your child's learning and their next steps.

# PE

- **Monday:** Fundamental Skills, outside with Mr Reilly (children come to school in their PE kit)
- **Friday :** PE is taught by the class teacher. Children are to bring in PE kits to change in class.
- Please don't send in trainers and jogging bottoms on a Friday please!  
T-shirt & shorts only
- Note: no plimsolls or jewellery please!
- Please make sure that everything is labelled!



# THE EVERYWHERE BEAR

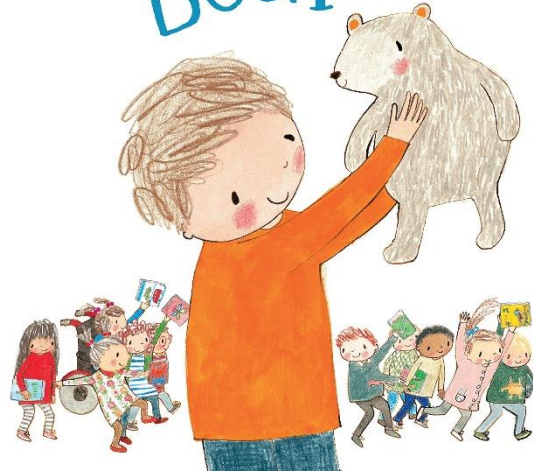
Every Friday a child from the class will be given the chance to look after Everywhere Bear over the weekend and return him on Monday. During the week your child will be given the opportunity to tell the class what they have been doing with the Everywhere Bear. Please upload a photo on Tapestry of what your child has done with the Everywhere Bear.

This is an speaking and listening opportunity for the children, where the children ask and answer questions about the bears adventures 😊

Julia Donaldson

Rebecca Cobb

## The Everywhere Bear



# HOW CAN I HELP AT HOME?

Ideas for developing Fine and Gross Motor skills:

- Give children time to run, jump, climb and PLAY OUTDOORS!
- Encourage children in building, drawing and threading beads.
- Let children explore water and sand, filling and emptying containers and introduce language such as full and empty.
- Work on puzzles together.
- Painting, finger painting and making big patterns on differently shaped paper – talking about the patterns they have made.
- Painting with water on a wall or a fence.
- Encourage children to strengthen their fingers by using clay, play dough or Plasticine for modelling.
- Playing and sorting using tweezers to pick up sequins, buttons or small beads.
- Sprinkling coloured sand, glitter or salt to make pictures.

# HOW CAN I HELP AT HOME?

## Ideas for Personal, Social and Emotional Development:

- Encourage your child to use the toilet independently, wash their hands and get dressed themselves especially fastening their coats.
- Play games that encourage sharing and taking turns, help your child to lose!
- Talk to your child about their feelings - whatever they are!
- Read stories that focus on feelings
- Help your child to do things for others
- Explore the benefits of team work with your child during household activities such as cooking dinner or tidying up
- Routines help children to feel safe and secure, which supports children's emotional development. Having consistent routines at home, such as before bedtime and in the morning before school will really help your child manage their feelings and emotions.

# HOW CAN I HELP AT HOME?

Ideas for helping with Mathematics:

- Talk about shapes you see in and around the house.
- Compare weights when picking things up and model the language heavier/ lighter.
- Point out numbers you see in the local environment.
- Play board games that involve moving a certain amount of steps on, and play with dice and dominoes.
- Sing counting rhymes.
- Handle real coins and play shop.

# HOW CAN I HELP AT HOME?

Ideas for helping with Language and Literacy:

- Sing songs and nursery rhymes.
- Read regularly to your child and share books together, let your child choose the books, talk about the books and find a great place to snuggle up.
- Allow your child to see you reading for pleasure or writing for a purpose such as making shopping lists or writing birthday cards.
- Sharing books together at home and the library
- Whilst looking at books encourage your child to point to words and letter sounds.
- Encourage your child to follow the text from left to right.
- Look at the pictures and talk about the story. Help them re-tell the story to you.
- Take turns to read each page

# HOW CAN I HELP AT HOME?

Ideas for supporting Understanding the World:

- Encourage children's exploration, curiosity, appreciation and respect for living things by exploring the outdoors.
- Talk about the past through stories and personal/family experiences
- Explore and talk with your child about the local area
- Discuss different jobs through stories and people you know
- Talk about different celebrations and cultures
- Real life experiences - e.g. cooking, visiting the post office, going to the supermarket



# HOW YOU CAN KEEP IN TOUCH

Tapestry [www.tapestryjournal.com](http://www.tapestryjournal.com)

Parent Consultations

Website

Emails and text messages

# REMINDERS

- One to one consultations
- Tapestry Please upload your own photographs and videos!
- Reading records – Reading log to be filled in weekly.
- Library books- will be given out on Friday and to be returned the following Friday.
- Guided reading happens every day! Please make sure these are brought to and from school each day
- Drop off and collection
- Water bottles
- Label all clothing
- Mystery Storyteller