

Reception

Autumn 2023



The key people in Reception



- Teacher – Mrs Lee (Key person for all children in Reception)
- Mrs Dazzo (Tuesday to Friday)
- Mrs Litterick (Monday)
- Mrs Vagi (Every morning)



Life in Reception

The curriculum

The importance of play

Phonics

Reading

Helping your child at home

Open ended Questions

Learning in Reception

- Exciting environment
- Child initiated and adult-led activities
- Adult interaction
- Observations
- Focused group times
- Phonics
- Play
- Outdoor learning



A day in the life of a Reception Child

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:00	Register/Early Work/Calendar	Register/Early Work/Calendar	Register/Early Work/Calendar	Register/Early Work/Calendar	Register/Early Work/Calendar
9:00 – 9:30	Phonics	Phonics	Phonics	Phonics	Phonics
9:30 – 10:30	CIL	CIL	CIL	CIL	PE (9:30 – 10:15) KS Assembly (10:15 – 10:30)
10:30 – 10:45	Whole class snack and story/topic input	Whole class snack and story/topic input	Whole class snack and story/topic input	Whole class snack and story/topic input	Whole class snack and story/topic input
10:45 – 11:15	CIL Tidy	CIL Tidy	CIL Tidy	CIL Tidy	CIL Tidy
11:15 – 11:35	Maths	Maths	Maths	Maths	Ten Ten
11:35 -11:55	Nursery rhyme of the week Keep up phonics	Nursery rhyme of the week Keep up phonics	Nursery rhyme of the week Keep up phonics	Nursery rhyme of the week Keep up phonics	Nursery rhyme of the week Keep up phonics
12:00 – 1:00	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
1:00 – 1:20	Register Handwriting (Whole group)	Register and Handwriting	Register and Handwriting	Register and Handwriting	Register Handwriting
1:20 – 1:50	Music	English	English	RE	English
1:50 – 2:50	CIL	CIL	CIL	CIL	Library (2:00 – 2:30) Outside Big Tidy
2:50 – 3:15	Reflection, Ted, prayer bag and winning story	Reflection and winning story	Reflection and winning story	Reflection and winning story	Reflection, Ted, prayer bag and winning story

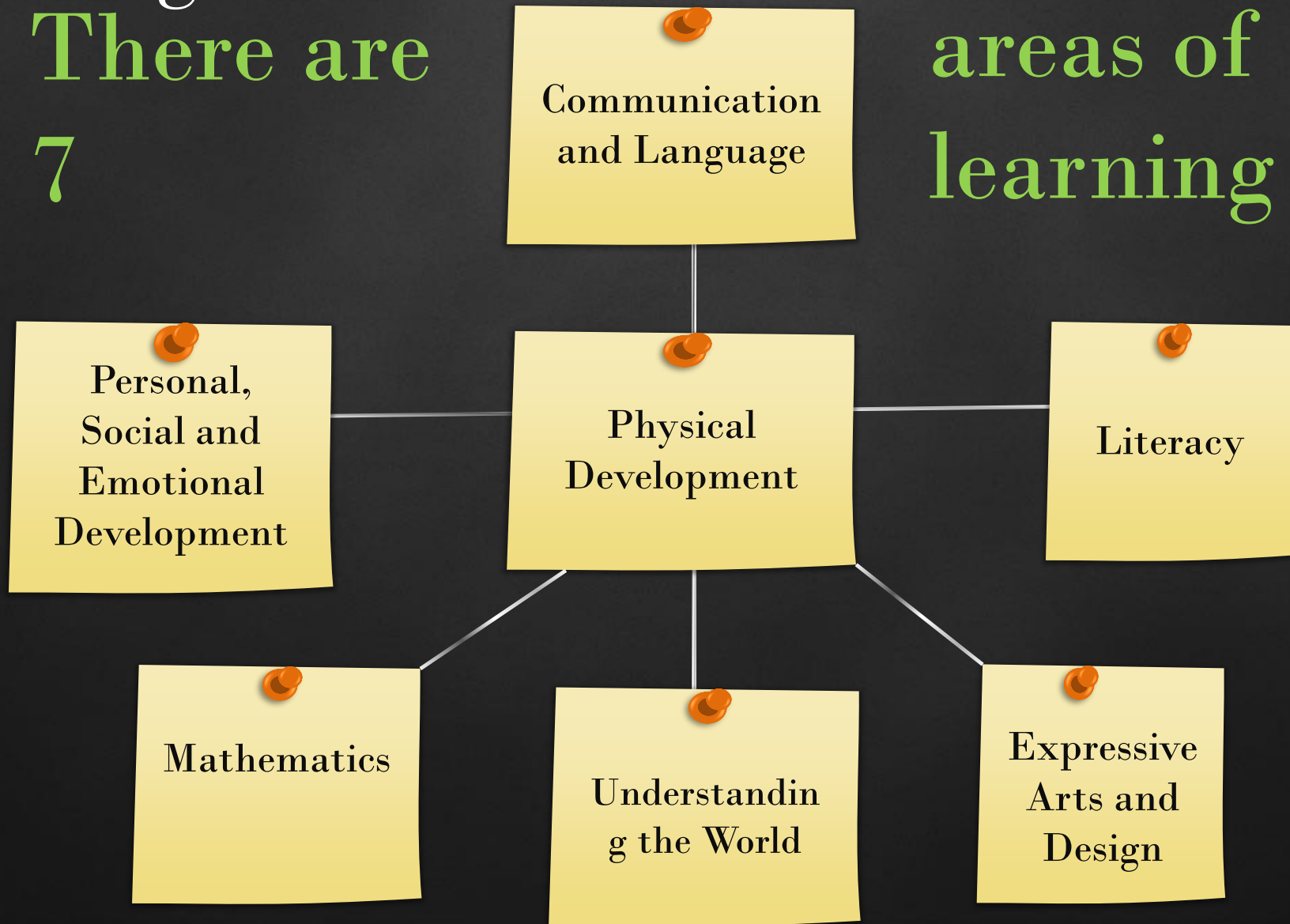
The Early Years Foundation

Stage

There are

7

areas of
learning



This term our topic is all about me and celebrations

Topic	All about me							Celebrations					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Topic focus	Starting school		Me	Family	House	Community	How I fit in	Diwali	Fireworks	Remembrance	Christmas & Nativity		

The importance of play

There are many reasons play, both unstructured and structured, is important for child development. Here are some of the benefits of play:

- Play builds imagination and creativity
- Play is essential to healthy brain development
- Play gives emotional and behavioural benefits
- Play improves literacy and communication
- Play encourages greater independence
- Play enhances curiosity
- Play promotes physical fitness and wellbeing

Phonics

Our Phonics scheme is Little Wandle and children this week have started to learn initial sounds. You will find their first piece of homework in their bag today.



top sat mop

Phonics

- By learning letters and sounds in phonics children can begin to read simple words by sounding out and blending them together.
- The phonic sound is quite different to the alphabet name. Children need to learn the sound and the name of each letter in order to begin reading.



Definitions

- Phoneme – the number of sounds e.g c-a-t (3 sounds).
- Grapheme – is a written symbol that represents a sound (phoneme). So when a child says the sound this is a phoneme when they write it this is a grapheme.
- Diagraph – 2 letters that make one sound e.g. sh, ch, ll.
- Trigraph - 3 letters making one sound e.g. ear, air, igh.
- Blending – putting sounds together to read
- Segmenting – breaking up words into sound ss to spell.
- Tricky words – words that cannot be easily decoded (you cannot sound them out, you just need to learn them). E.g. the, you.

Learning to read

Reading to your children in the earliest months stimulates the part of the brain that allows them to understand the meaning of language and helps build key language, literacy and social skills.



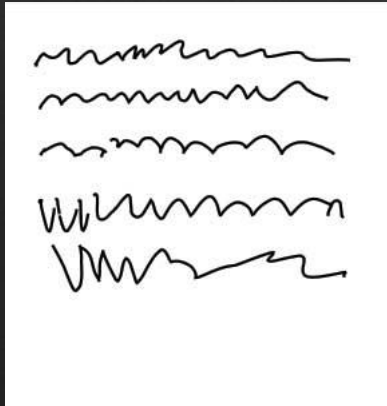
Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school, rather than their social or economic background.



Preparing for writing

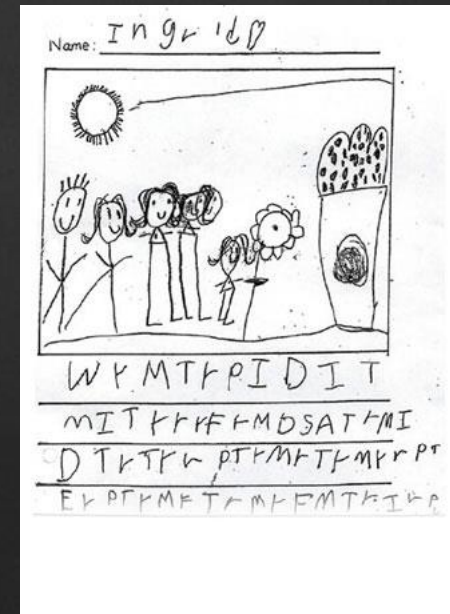
- Busy fingers, phonics, writing encouraged during children's independent learning.
- Fine and gross motor skills.
- Begin with writing initial sounds.
- Encourage children to think how many sounds, e.g. c-a-t (3 sounds).
- Begin to write sentences.
- Think of sentence, say the sentence, write the sentence.

The teaching sequence for writing



- Writing starts with mark making. This could be with a pen or pencil, a stick in the mud or sand, a finger or drawn through lentils or flour, chalks on the ground etc.

- Mark making can then lead onto 'alien' writing or recognisable letter shapes not placed within words. Some children begin writing words but miss off the first letter sound or the middle sound.....c-a-t becomes a-t.





- Writing progresses to simple labels and names of objects, people etc.

- Labels move onto simple sentences, which in turn progress onto more complex ideas. Children are encouraged to use a capital letter at the beginning of a sentence and finger spaces between words and a full stop at the end.

Once upon a time
The red was a
little red hen .
and she said
Who will help me?
Not I said The
dog .

Maths

Number:

- Securing our knowledge of numbers to 10 (counting, ordering, recognizing, writing, one more & less, more or fewer.
- Estimating quantity.
- Addition and Subtraction - combining 2 groups of objects to find a total – counting on from a large number - objects, Numicon (maths shapes), number lines

Shape, space and measures:

- 2D and 3D shapes.
- Ordering events.
- Measuring periods of time.




How we observe and assess

In Reception we are consistently observing and assessing every day, this enables us to put things in place to extend and enhance children's learning.


Homework

- Every term take home tasks will be sent home, please try to do as many of these as you can before the end date. You can record these how you want to, photo, collage, video etc. Please bring them back into school where they will be celebrated in class. Please support your children in doing these, they are a big part of your child's learning and their achievements.
- When homework is set it will go home on a Friday ready to be returned by the following Wednesday.
- Phonics homework will be the first tasks sent home.
- Reading books will follow, please make you read at least 3 times a week with your child and sign the planner.
- During the year other homework will be set e.g. Maths, RE, Topic.

How to help at home




Make reading
purposeful e.g.
read cards,
messages, letters
together



Play with
magnetic
letters to leave
each other
messages




Look at
traffic signs,
shop names,
labels and
adverts




Read stories to
your children.


Make them
fun!




Talk about the
pictures and
what is
happening in
the books



Don't ask your
child to read if
they don't want
to, or put them
on the spot




Ask "Does that
make sense?"
rather than
correcting your
child if they make
a mistake




Ask questions
particularly if there is
no correct answer
"Why do you think
they did that?"




Encourage
your children
to help you
read shopping
lists and
recipes



Play games
that encourage
reading e.g.
Orchard
games, or Top
Trumps



Surround
yourself with
books



Read for
pleasure
yourself

Provide
opportunities for
chatting, playing
and interacting
together

Spend time
together
reading,
telling stories
and singing

Cook and bake
together

Spend time
together talking
about school

Play games that
involve turn
taking

Find opportunities
to count everyday
objects

Encourage
independence –
getting dressed,
putting on coat and
shoes, washing/
drying hands and
using the toilet

Partnership with Parents

- **Website, Facebook, Email**
- **Information evenings**
- **Parent meetings**
- **Handouts**
- **Learning Journeys - Tapestry**
- **Stay and Play**
- **PTA**

Please make sure you access Tapestry, you should get an alert when something has been uploaded. Lots of information about your child and what is happening in school will be on there and you don't want to miss out.

Useful Websites

- <https://www.phonicsplay.co.uk>
- <https://www.topmarks.co.uk>
- <https://www.littlewandlelettersandsounds.org.uk/whats-included/support-for-parents/>
- <https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage>
- oxford owl e-books age 4-5
- Numberblocks

Thank you for attending

Do you have any
questions?