

Reception

Understanding your
child's learning

The curriculum

- This year your child will continue to learn by doing things for themselves; by exploring and investigating, watching and listening, talking and discussing, creating and communicating — ***Learning through play***
- Play can also be very messy as your child will be learning both inside and outside the classroom with sand, water, paint, and with mud, leaves and other natural materials etc.

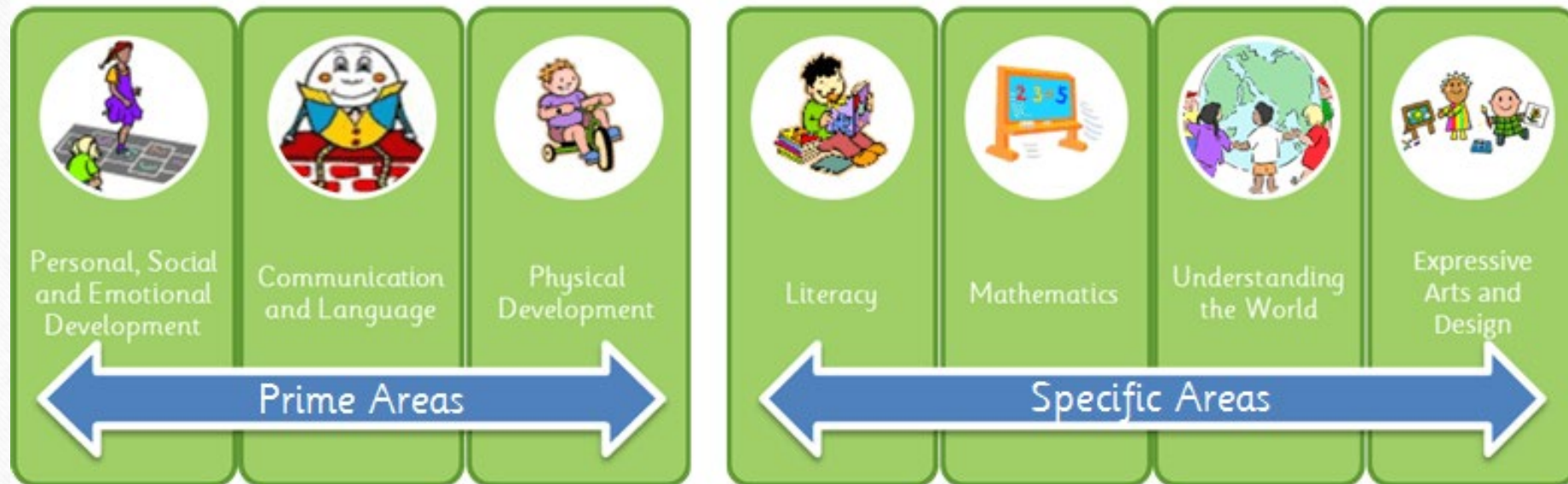
Early Learning Goals (ELGs)

Early Learning Goals are the outcomes that children in Reception are expected to be able to do by the end of their first year at school. These are set out in the EYFS Statutory Framework

- There are 7 areas of learning in EYFS.
- At Julian's we use the Development Matters curriculum



Early Learning Goals (ELGs)



<u>Prime Areas</u>	
Personal, Social & Emotional development	• Self-regulation • Building relationships • Managing self
Physical Development	• Gross motor skills • Fine motor skills
Communication & Language	• Listening, attention and understanding • Speaking
<u>Specific Areas</u>	
Literacy	• Comprehension • Word reading • Writing
Mathematics	• Number • Numerical patterns
Understanding the World	• The natural world • Past and present • People, culture and communities
Expressive Arts & Design	• Creating with materials • Being Imaginative and expressive

Holistic learning

- Children use more than one area of the curriculum during an activity



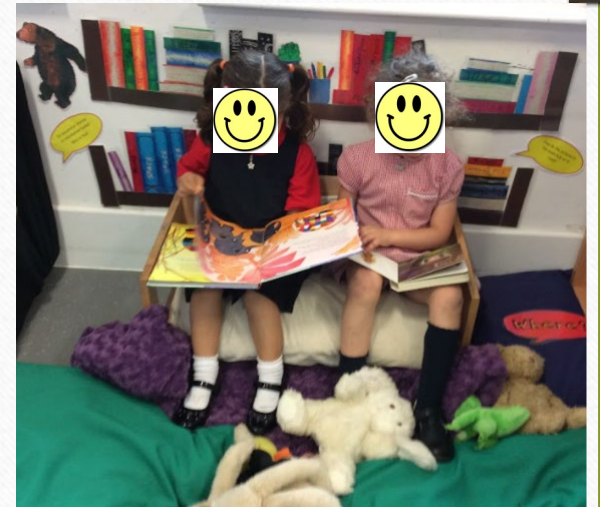
Reading ELGs

- I can read aloud simple sentences and some common exception words.
- I can blend sounds and use my phonic knowledge to read words.
- I can say a sound for each letter of the alphabet and at least 10 digraphs (two letters, one sound)



Reading at Julian's Primary School

- 1:1 reading - once a week with a teacher, sharing a book to focus on a reading strategy.
- Reading as part of our literacy lessons or focus activities.
- Children ask an adult to read to them or hear them read during provision.
- Whole class shared reading.
- Story time.
- Daily phonics lessons.



Reading strategies

- Using identified sounds to decode words (phonics)
- Using the initial sound to 'guess' the word (within context)
- Looking for words within words e.g. into
- Re-reading the sentence to work out new words
- Asking if it makes sense
- Thinking about what we already know regarding the character/ setting etc.



Home reading



- Books will soon be sent home and are changed once a week
- Please return reading books on the day requested by the class teacher
- Try to write a comment in their reading journals once a week—whether your child enjoyed the book, which sounds they were able to use (or found difficult), etc. This information really helps the teachers to see how the children are progressing and we really don't mind what you write so please don't feel pressured at all here.

Reading at home

- Read to your child and encourage them to read to you.
- Read books, with pictures, rhyme and enjoyable stories and non fiction books
- Try to encourage your child to talk about the pictures, or to make predictions about what will happen next.
- It's most important for your child to enjoy reading above all, so try to relax, and stop when either of you begins to feel pressured or anxious.
- Show you are enjoying the story by asking questions and showing interest
- Model holding the book correctly, how to turn pages and handle books with care
- Give time to figure out words, then try them together
- Take turns in reading
- Talk about the book when you are reading

Writing ELGs

- I can write letters that are easy to read and most are formed correctly.
- I spell words by spotting sounds in them and writing the letter or letters.
- I can write simple sentences that my friends and I can read.

Writing

- Children are encouraged to mark make every day in Reception. This can be explored in many ways:
 - ✓ Pencils and pens
 - ✓ Paint
 - ✓ Chalk on the floor
 - ✓ Water and brushes
 - ✓ Mud, flour or glitter writing
 - ✓ Sand

It may not look like writing but it is all part of the writing process

When your child starts writing they may just write the initial sounds or a few of the sounds they hear in words.



Letter formation

- Letter formation is taught at the same time as the sound is taught.
- Teachers model writing all the time – labels, lists, sentences, on the class white board.



Encourage writing at home

- Labelling toys, areas of the house, etc.
- Drawing pictures and encouraging your child to write about them
- Drawing pictures or writing stories or letters for family members
- Sequencing pictures from a story
- ***These are just a few of many ideas!***

Number ELGs

- I know and understand all the numbers to 10.
- I can spot how many objects there are, without counting (up to 5 objects).
- I know my number bonds to 5.
- I know my subtraction fact number bonds to 5.
- I know some number bonds to 10, including double facts.
- I can count aloud to 20 and beyond.



Numbers at home

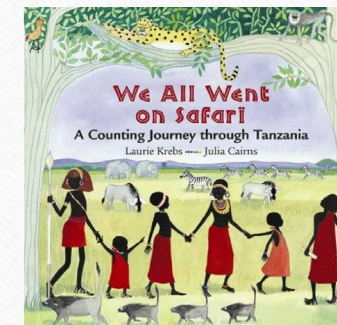
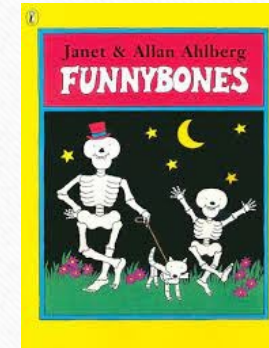
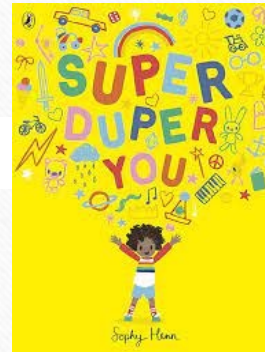
- Set number challenges – e.g. How many red cars can we see on the way to school?
- Count out/share toys etc.
- Watch Numberblocks on Cbeebies. This programme is written by maths specialists to model maths concepts and represents number brilliantly. Also, Numberjacks is excellent for solving problems.
- One Minute Maths app
- Read books with maths concepts eg The Very Hungry Caterpillar, One is a snail, ten is a crab, What's the time, Mr Wolf?
- Draw attention to more and less
- Count up and down stairs
- Play games that involve counting – e.g. snakes and ladders, skittles
- Sing number rhymes and songs
- Encourage your child to recognise and read numbers when you are on the bus or walking down the road.
- When shopping, ask them to select the number of apples or bananas you need — they're helping you out, and learning at the same time.



Our Autumn theme – What makes me unique?

CORE TEXTS

- Our Class as a Family
- Super Dooper You
- Funnybones
- The Colour Monster
- We all went on Safari



Daily routine

- 9.00 - 9.30 Register, Early morning work & core whole class lesson (e.g. Phonics/Literacy/ Maths)
- 9.30 - 10.50 Continuous Provision (Choosing time), 1:1 reading
- 10.50 -11.15 A second whole class lesson
- 11.15 -11.30 Story/prepare for lunch
- 11.30 - 12.45 Lunch and playtime
- 12.45 - 1.05 Register, Maths/Literacy or other whole class lesson in specific area
- 1.05 - 1.50 Continuous Provision with interventions and focus groups
- 1.50 - 2:00 Number sense
- 2.00 - 2:45 Continuous Provision
- 2.45 - 3.00 Story time/ home time routines
- 3.05 Home time

