



RECEPTION

UNDERSTANDING YOUR CHILD'S LEARNING

**(and how you can support them at
home)**

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 — playing.
- 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 etc.

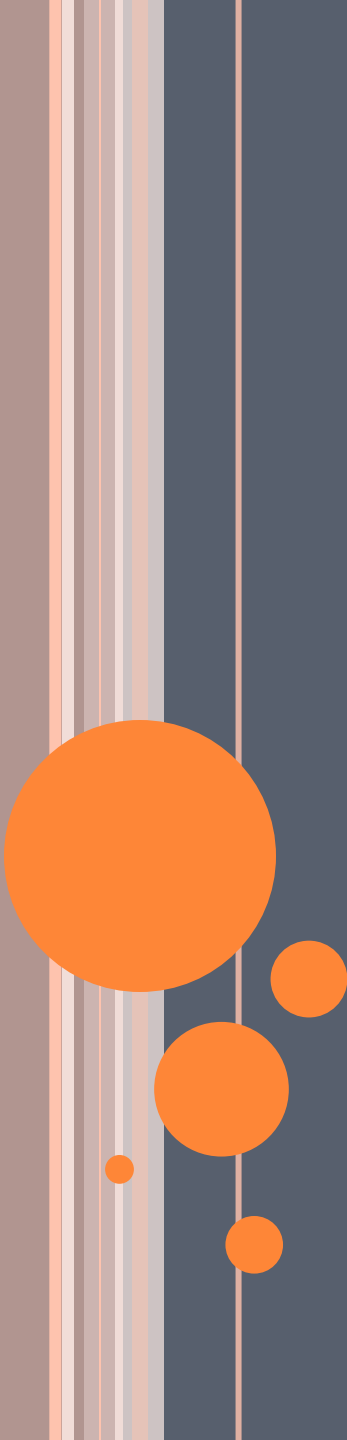


EARLY LEARNING GOALS

- All children in Reception follow a curriculum called the Early Years Foundation Stage (EYFS) and this is broken down into 3 prime aspects and 4 specific areas of learning. Children work towards reaching the Early Learning Goals (ELGs)
- ELGs set out the standard that children are expected to achieve by the end of the Reception year in order to meet the expected standard for their age.
- There are 7 areas of learning made up of 3 prime areas and 4 specific areas of learning



THE PRIME AREAS



The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas are fundamental throughout the EYFS.

THE THREE PRIME AREAS:

Personal, social and emotional development

This prime area focusses on their personal, social and emotional development, and we aim build upon their previous experiences to give them a good start at school by helping them form positive relationships, build confidence and self-awareness, as well as manage their feelings and behaviour.

Physical development

Physical development is important too. Children start to move more confidently and to understand how to look after themselves and be healthy. Our environment needs to enable this – equipment (fine & gross motor), snack table etc

Communication

Children learn through speaking and listening first and and we will help your child to communicate in a variety of ways at school — for example, through stories, in conversations with adults and their friends, or through movement or dance.



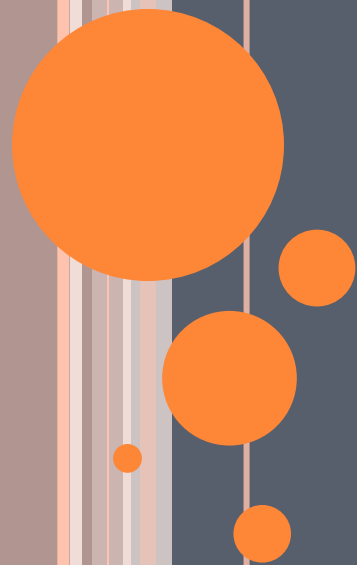
SPECIFIC AREAS

- **Mathematics**
 - Number, Space, Shape & Measure
- **Literacy**
 - Reading & Writing
- **Understanding the World**
 - People & Communities, The World, Technology
- **Expressive Arts & Design**
 - Exploring & using Media & Materials, Being Imaginative



The key thing to remember here is that your child learns in an holistic way. In other words, most of the time they will be learning all seven areas of learning together.





READING

LITERACY EARLY LEARNING

GOALS: READING

- **Children read and understand simple sentences.**
- **They use phonic knowledge to decode regular words and read them aloud accurately.**
- **They also read some common irregular words.**
- **They demonstrate understanding when talking with others about what they have read.**



READING: HOW WE DO IT AT JULIAN'S

- Guided Reading once a week - **Sharing a book in a group to focus a particular reading strategy.**
- Individual reading – children may ask an adult to read them a story or an adult might hear a child read to them
- Shared reading (Story time)
- Daily phonics sessions



READING STRATEGIES

- Using identified sounds to decode the word
- Using the initial sound to 'guess' the word within context
- Looking for words within words e.g. into
- Using pictures to help work out the word
- Re-reading the sentence to work out an unfamiliar word
- Asking does it make sense?



HOME READING

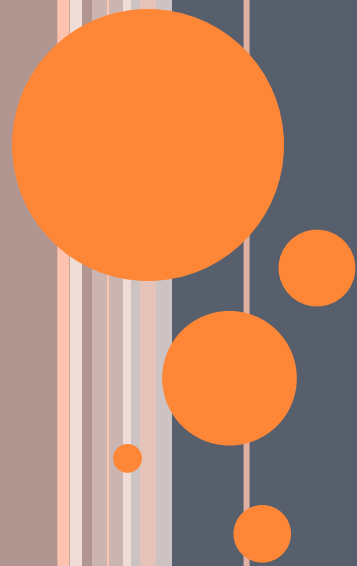
- **The children's reading books will be changed once a week.**
- **Children will have two books per week**
- **Please send the books and reading record in daily as we sometimes have the opportunity for extra reading**
- **Please try to write a comment in their reading record once a week– whether your 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.**



HELPING YOUR CHILD BECOME A READER

- Read to your child and encourage them to read to you.
- Read anything and everything, not just the school reading books.
- Read books, with pictures, rhyme and enjoyable stories
- 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 have finished reading





WRITING

MARK MAKING



○ This is can be explored in many ways

- Sand
- Pens
- Paint
- Chalk on the floor
- Water with brushes
- Crayon rubbings
- Drawing roads for cars



It may not look like writing but it's part of the journey!



LITERACY EARLY LEARNING

GOALS: WRITING

- **Children use their phonic knowledge to write words in ways which match their spoken sounds.**
- **They also write some irregular common words.**
- **They write simple sentences which can be read by themselves and others.**
- **Some words are spelt correctly and others are phonetically plausible.**



LETTER FORMATION

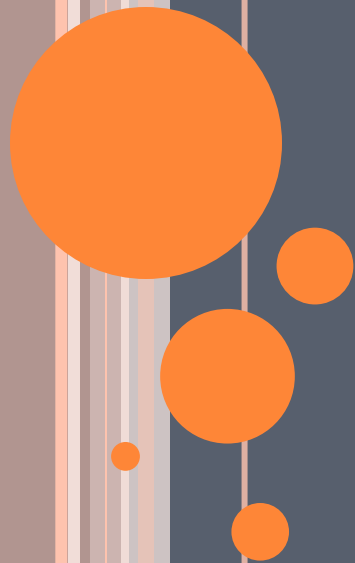
- Letter formation is taught at the same time as the sound is taught
- Teachers model writing all the time
 - labels, lists, sentences



ENCOURAGING READING & WRITING AT HOME

- **Labelling toys, areas of the house, etc**
- **Drawing pictures or writing stories or letters for family members**
- **Family Diary**
- **These are just a few ideas!**





NUMBER

MATHEMATICS EARLY

LEARNING GOALS: NUMBER



- Children count reliably with numbers from 1-20. place them in order and say which number is one more or one less than a given number



- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer
- They solve problems, including doubling, halving and sharing



WHAT CAN YOU DO?

- Set number challenges – e.g. How many red cars can we see on the way to school?
- Count out toys etc
- Share toys
- Use the language of doubling and halving
- Count up and down stairs
- Hide and seek (and other games that involve counting – e.g. snakes and ladders)
- 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 CONTEXT FOR LEARNING

ALL ABOUT ME (AUTUNM TERM)

Phase One - My Body. Core text: Funny Bones

Phase Two – Keeping Healthy. Core text: Handa’s Surprise

Phase Three – Senses. Core text: Peace at last

Phase Four – My Day and My Night. Core text: The owl Babies

Phase Five – My Home. Core text: The Magic Bed

Phase Six – Cultures and Beliefs.

The Story of Christmas

- Celebrations throughout the term: Diwali, Hanukah, Sukkot, Bonfire Night, Halloween



DAILY ROUTINE

(TIMES MAY VARY SLIGHTLY FROM DAY TO DAY OR BETWEEN SITES)

- 9.00-9.20 Register & Maths or Literacy whole class lesson
- 9.20 -10.30 Continuous Provision (Choosing time)
- 10.30-10.45 Phonics
- 10.45-11.15 Continuous Provision
- 11.15-11.30 Tidy up & Story
- 11.30-11.45 Playtime in KS1 Playground
- 11.50-1.00 Lunch & playtime
- 1.00-1.15 Register and maths, Literacy or other whole class lesson
- 1.15-2.40 Continuous Provision
- 2.40-3.15 Tidy up & story

