

Reception Curriculum Overview and Class Routines



**Autumn Term
2021**

Me, Me, Me!

Things we may talk about this term

All about me!

Feelings - 'Elmer'

Likes and dislikes

Friends

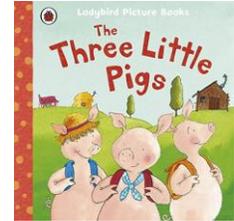
Family

Pets

Where we live 'The three little pigs'

People who help us

Keeping healthy



Characteristics of effective learning

Values

WOW moments

Charter of rights

Class Expectations

We will also expect the children to:

- Be kind with their hands, feet and voices
- Display good manners
- Stop, look and listen when someone is talking
- Follow the charter of rights

Curriculum

During the Reception year we will follow the early years foundation stage reform (EYFS) as a comprehensive framework. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **seven areas of learning and development**. Children should mostly develop the **three prime areas** first.

These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **four specific areas**.

These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These seven areas are used to plan your child's learning and activities, offering flexibility so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



Physical Development

- Start taking part in some group activities which they make up themselves, or in teams.
- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items
- Use one handed tools and equipment
- Being increasingly independent as they get dressed/undressed - being able to put their own coat on and do up the zip
- Use their core muscles to adopt a good sitting position at the table and the floor



Personal, Social and Emotional Development

- Build constructive and respectful relationships
- Develop ways of being assertive
- Increasingly follow rules and understand why they are important
- Remember rule without any adult to remind them
- See themselves as a valuable individual
- Select and use activities and resources with help when needed

Me, Me, Me



Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Engage in story times
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Develop social phrases



Mathematics

- Understand position through words alone, e.g. under (with no pointing)
- Use words like in front, behind
- Extend and create patterns, noticing and correcting any errors
- Make comparisons between objects, relating to size, weight, length and capacity
- Talk about and explore 2D shapes
- Count objects, actions and sounds



Literacy

- To recognise words with the same initial sound
- To spot and suggest rhymes
- To use writing in their play - e.g. writing shopping lists
- Engage in extended conversations about stories and learning new vocabulary
- Understand that print has meaning
- Know that print can have different purposes



Understanding the world

- Being to make sense of their own life story and family's history
- Show interest in different occupations
- Continue to develop positive attitudes about the differences between people
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them



Expressive arts and design

- Create closed shapes with continuous lines.
- Draw with increasing complexity
- Show different emotions in their drawings
- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Being to develop complex stories using small world
- Explore colour and colour mixing

Baseline Assessment

During the first half term of school, the children will all take part in a baseline assessment. This is a statutory requirement with the aim being able to track the progress the children make between now and the end of primary school, when they reach the age of 11. The assessment is not a formal test. Instead, the children will take part in enjoyable classroom activities and the teacher will note how they go about them.

The assessment looked at children's early achievements in:

- Mathematics (for example, beginning to count and make patterns with shapes)
- Communication, Language and Literacy (for example, talking, enjoying books, beginning to understand letters and sounds)
- Foundations of Learning (general readiness for school learning, for example, getting on with other children, joining in with different activities)

The assessment is only a snapshot, and your child's teacher will be able to tell you much more about how your child is settling into school at the first parent consultation evening towards the end of the half term. Your child's teacher will use the information from the assessment, along with transition notes and dialogue from previous settings, to consider the next steps for your child.

If you would like to find out more about this Baseline Assessment, you can use the following link.

- <https://www.youtube.com/watch?v=qIJF18NJwe8>

Class Routines

Reading books

When your child is ready for a reading book, we will send home a book and a reading diary. We encourage you to comment about your child's reading in the reading diary and to practise the key words that are sent home.

Children will read once a week individually with an adult and once a week in a group. These group sessions promote good text discussions and allow children to hear reading of their peers. Reading books will be changed twice a week on the allocated days as shown on your child's reading diary but both books and diary should be in school daily in your child's book bag.

Key words will be tested by staff once a week during guided reading sessions; we will highlight a word to show the child has read it successfully. If you feel that your child can read a word, please feel free to denote the word with a small dot only so that we can maintain consistency with the testing of key words across the year group.

Book Bags

Please can we ask for your child to bring a book bag into school every day. This is to facilitate reading and library books coming home to you as well as any first aid notes and letters as necessary.

Homework

Homework will be set weekly. It will be sent home on a Friday and is due back the following Friday. There will be four activities to complete Monday - Thursday evening, which should take no longer than 5 minutes to undertake. Activities will include a mixture of written and discussion tasks and will be in addition to reading books and looking over key words when applicable. We will not be setting any homework for the first few weeks.

PE

Children will have a formal PE lesson every week. These will comprise of indoor and outdoor sessions. Please ensure that **all** items of your child's school uniform is named and we request that all jewellery is removed on this day. This term's PE will be learning about finding a space and multi skills.

Reception PE will be **every Friday**. Please ensure your child comes to school wearing their PE kit and that this is appropriate for the weather, e.g. tracksuit bottoms and fleeces if it is cold.

Water bottles/Healthy Eating

A comprehensive part of the new Early Year Reform is oral health. We will be looking at teeth and how to take care of them through cleaning and a healthy diet. For this reason, children must only bring **water** to school in their water bottles. Children are encouraged to drink water throughout the day. Please ensure that your child has a named water bottle in school daily. The children are offered water and milk during our snack times along with a piece of fresh fruit or vegetable.

The Outdoor Classroom

Each day the children have outdoor learning in our Outdoor Classrooms. Children are expected to behave in this area in the same way that they would in the 'indoor' classroom. This area will focus on how the children learn and will encourage the children to think creatively and develop their critical thinking.

Break time/Lunch times

Children also have a play time for 15 minutes in the morning and 15 minutes in the afternoon. During this time children will have access to use the climbing frame, bikes and scooters, construction and sand areas. They will also use our Reception playground after they have had their lunch in the school dinner hall.

Thank you to those of you who have already sent in photographs. Please can we ask for a photograph of your child as a baby for our entry point to our topic *Me, Me, Me!*

If you have any questions or comments please feel free to email your child's teacher at:

hockney@pps.bedssch.co.uk

warhol@pps.bedssch.co.uk

As we are an Eco school most communication will be through email.

Please could you send us an email so that we have your email contact details for all future correspondence?

Please note for any urgent matters please contact the school office on 01234 303400

Welcome to Reception!

Mrs Baker and Mrs Camino