



Meole Brace

C of E Primary School and Nursery



**Seahorses and Starfish Reception Classes
Curriculum Meeting September 2024
Miss Morris and Miss Coles**



Early Years Foundation Stage (EYFS)

The EYFS gives children secure foundations for later learning.

What does it involve?

There are 7 areas of learning in the EYFS. These consist of 3 prime areas and 4 specific areas:

Personal, Social and Emotional Development (Prime Area)

Developing skills of self-regulation, managing self and building relationships with others.

Communication and Language (Prime Area)

Developing skills in speaking, listening, attention and understanding.

Physical Development (Prime Area)

Developing control and coordination of the body in large and small movements such as climbing, running and using tools such as pencils and scissors.

Literacy (Specific Area)

Developing early word reading, comprehension and writing skills.

Maths (Specific Area)

Developing understanding of number and numerical patterns.

Understanding the World (Specific Area)

Investigating and beginning to understand the things, places and people around them, including culture, past and present and the natural world.

Expressive Arts and Design (Specific Area)

Using imagination by performing and creating with a variety of media and materials

Reading and Phonics

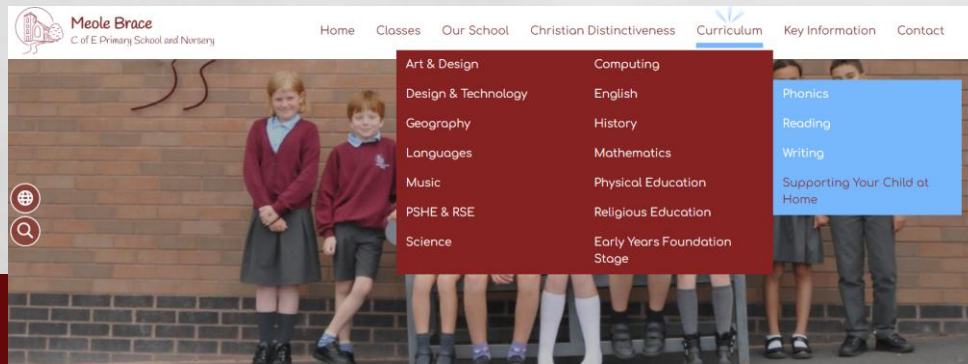


The teaching of phonics and reading will take place every day in Reception.

Our phonics teaching follows the DfE approved Bug Club scheme. This scheme entails daily sessions within which we will teach the children a new phoneme, practise applying it in reading and writing and explore how to form letters correctly.

We teach Pure Phonics for reading which means we teach the children to say the sounds letters make. Alongside, we will teach children the letter names.

As well as learning the different sounds (phonemes) across the phases of Bug Club, the children will also learn High Frequency Words, such as 'dad, mum, but' and Irregular Tricky Words, such as 'they, the, all.'



Have a look at the 'Supporting Your Child at Home' page in the English curriculum section of the school website for lots of materials to support with using phonics at home.

How do we use our phonics to help us learn to read?

After learning their first few sounds, your children will be ready to start using these to help them segment and blend words to help them decode and read.

cat

shot

high

Reading in School and at Home

Your child will have group Guided Reading and/or an individual reading session in school, led by the Class Teacher or the Teaching Assistant. These sessions take place every day for different groups of children so we ask that Reading Diaries and books are in school every day ready for us to use whenever we might need them.

Please make a note in Reading Diaries to show whenever you have shared a book with your child at home so we know we can change the book.

Reading books will be changed once a week on a Friday and are carefully matched to the sounds your child will have been learning in school in phonics.

Explore the inside covers of their reading books for an outline of the sounds each book covers, some practice words to segment and blend and some possible questions for you to ask about the story you have shared.

Little and often is the best way to help your children whilst they are learning to read. Even as little as 5 minutes at a time, encouraging them to read to you or you sharing a story with them will have a massive impact on their ability to read.

We will have one session each week in our school library (Starfish Tuesday, Seahorses Friday) where your child will be able to select a book to bring home to share. A new one can be chosen each week when the old one is returned.

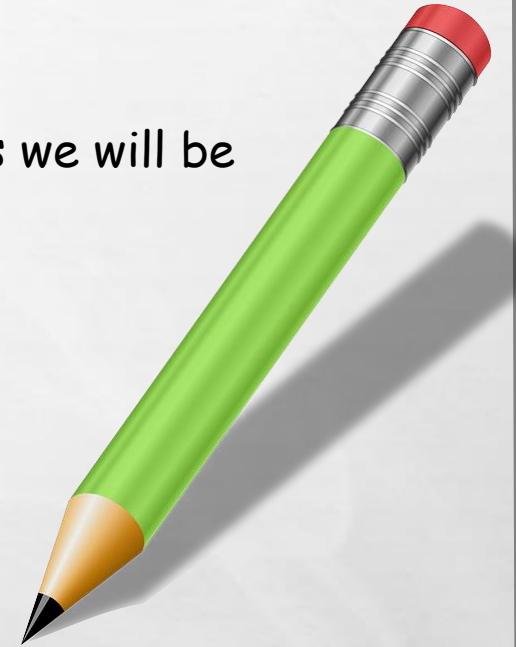


Handwriting

We follow Bug Club Handwriting to form letters.

To begin we will focus on patterns and basic letter shapes linked to the sounds we will be working on in our Bug Club phonic sessions.

Please see below for details of how to form each letter:



Forest School

In Reception we will be exploring and learning in schools' outdoor Forest School area each Tuesday morning for Seahorses and every Thursday morning for Starfish. Sessions will begin on **Tuesday 1st October for Seahorses and Thursday 3rd October for starfish**. We will go out for these sessions in all weathers except high winds/storms. On these days, school uniform is not needed. Children need to come to school dressed ready for their Forest School session, including their waterproofs and wellies, and will then stay in their Forest School clothes for the rest of the day. Children will need a clean pair of shoes to change into and a named bag to put their wellies and waterproofs in. Please ensure all items are named.

Recommended outdoor clothing for Autumn/Winter/Spring term:

- Wellington boots (brought to school in a named carrier bag please)
- Clean shoes
- Warm, thick socks
- Thick trousers or jogging bottoms for both boys and girls (leggings underneath are a good idea if it is really cold)
- Vest
- Long sleeved top
- Fleece or wool jumper
- Waterproof jacket and trousers or an all-in-one waterproof suit
- Hat, gloves and scarf

Recommended outdoor clothing for Summer term:

- Wellington boots
- Clean shoes
- Full length (to protect legs) leggings, jogging bottoms or jeans
- Long sleeved top (to protect arms)
- Waterproof jacket
- Sun hat/cap
- Sun lotion (Please apply some once-a-day sun lotion on your child before coming to school)



P.E.

P.E will be outside whenever possible.

As it will be weather dependent with no set day, your child will need their P.E. kit in school all week.

Your child will need a P.E. t-shirt (in plain white or a house colour that can be purchased from school), black/navy shorts and jogging bottoms, plus a pair of trainers.

P.E kits can be kept on your child's coat peg in the cloakroom. We will send them home to be washed at the end of each half-term.



Learning Journeys and books



In school, your child will have 3 different books for their work to go into; Writing, Maths and a Learning Journey.

One way you can contribute is by completing 'Wow Stars' for whenever your child does something special or achieves something at home. For example; you might like to tell us if they have been particularly helpful, attended their first swimming lesson or managed to stay in their own bed all night, etc. Write their achievement on the star and send it into school with them. We will then share and celebrate this with the rest of the class and put them up on display on our class 'Wow Wall'. At the end of each term, we will transfer the Wow Stars into your child's Learning Journey. A set of Wow Stars will be coming home in your child's book bag soon. Should you need any further stars, just let us know and we can send some more home.



We will be having half-termly, informal 'drop-in' sessions for each Reception class where you can look in your child's books, visit the classroom and make a contribution to your child's Learning Journey. We will let you know when these will be taking place. The first drop-in session for Starfish class is **Tuesday 1st October** and the first session for Seahorses class is on **Thursday 3rd October**. These sessions will be **9:00 - 9:30am**.

Profiles

We will record your child's progress and development throughout their Reception year in a Profile. The profile is a statutory document that we are required to keep. The profile is passed onto your child's next teacher and forms an important part of the transition to Year 1.

In June, we will decide and record your child's attainment against the Reception Early Learning Goals (ELGs). Details of these ELGs are to be found on the next slides.



Early Learning Goals

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development	Gross Motor Skills	<ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others.• Demonstrate strength, balance and coordination when playing.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.

**Personal, Social
and Emotional
Development**

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building
Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Maths

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical
Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Understanding
the World**

**Past
and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People,
Culture and
Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The
Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive Arts
and Design**

**Creating
with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

**Being
Imaginative and
Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Please put your child's name onto all of their belongings!

Thank you for listening and reading.

We hope you have found this information useful.

