

Guide to Reception



This leaflet is aimed at parents and carers of children starting their Reception journey.
The booklet contains...

- Key Information
- End of year expectations
- Staff within the Year Group
 - Curriculum Overview

Reception Key Information

Arrival and Collection

Children are to be brought round to the classroom doors via the outside area between **8:45-8:55am**. We ask that one adult walks them round to avoid congestion. In the summer term we will encourage children to walk from the gate on their own- to be year 1 ready.

Parents or Carers collect from our outdoor area at **3:10pm**.

Reading

Reading books are changed each Monday. At the start of the year, these will all be lilac band and contain no sounds or words; this will help us settle the children in to new routines and allow for open ended discussions about the books. We ask that children read their books at home a minimum of 3 times a week- this doesn't have to be 3 full reads of the book, but what you feel is appropriate and manageable. Please record in the diaries when children read at home.

Phonics

We use the phonics scheme 'Read, Write, Inc!' and details can be found on our school site. Children complete daily phonics sessions to learn the single letter sounds ('phoneme') and the way these are recorded ('grapheme').

Children need to bring....

- A bottle of water
- A packed lunch (if not having hot dinners)
- A healthy fruit/veg snack
- Their book pack containing their reading diary, reading books, word pack and snack
- A coat
- Appropriate footwear
- Hat and gloves if cold
- Sun hat if hot

We will have PE on a Wednesday. Children come in to school in PE kit on this day.

Tapestry

We use the Tapestry tool to gather some assessment evidence and to share learning between home and school. Please continue to check Tapestry daily for updates and information. We will also use Tapestry to communicate minor accidents.

Tapestry is for learning comments only and all other communication should be through the main school contacts. Tapestry may not be monitored out of school hours.

Word Packets

In the first few weeks of school, we will start to send home word packets. These will contain flash cards of sounds with the matching phonics picture and rhyme on the back, and will progress to also contain some words. These are to be practiced at home alongside the reading book.

We ask that only the given sounds/words are kept in this wallet to avoid any getting lost.

End of Year Early Learning Goals

Communication and Language

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

Mathematics

Number ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

Expressive Arts and Design

Creating with Materials ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

Understanding the World

Past and Present ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

Staff working in Reception

Reception Teacher Acorn Class	Miss Mallard
Reception Teacher Conker Class	Miss Randall
Reception Teaching Assistant	Mrs Daffu
Reception Teaching Assistant	Mrs Cope
Reception Additional Support	Miss Beeston

Curriculum Overview Year R

	Term 1: We are super!	Term 2: Magic and Wonder!	Term 3: A walk on the wild side!	Term 4: We're going on an adventure...	Term 5: ch-ch-ch-changes!	Term 6: H2O, here we go!
Focus	Prime Areas: Communication Language, Personal Social Emotional and Physical Development					
English – Key Texts	What Wesley Wore Elliot Midnight Superhero Supertato	Room on the Broom Magic Porridge Pot Zog Traditional Tales	The Tiger that came to Tea Wanted: The Perfect Pet The Clue is in the Poo	We're going on a Bear Hunt The Jolly Postman Emma Jane's Aeroplane You Can't Take an Elephant on a Bus	Jack and the Beanstalk Chicken Licken The Little Red Hen	Billy's Bucket The Snail and the Whale My Adventure Island
Literacy– Genres	Name writing Labels Speech bubbles Posters	Story maps Retelling Narrative Rhyme Instructions Recipes	Describing Posters Labels Fact files	Story maps Retelling and creating own narratives Rhyme Letter writing	Story maps Caption writing Speech bubbles Instructions Recipes	Story writing Information writing Posters Biographies
Maths	Matching, sorting and comparing amounts Exploring Size, Mass and Capacity Exploring Pattern	Representing, comparing and composing 1-5 One more and one less Circles, triangles and four sided shapes Positional language Time	Zero Comparing and composing numbers to 8 Comparing mass and capacity Length and height	Comparison of numbers to 10 Number bonds to 10 3d shape Pattern time	Working beyond 10 Spatial reasoning Adding and taking away Matching, rotating and manipulating Composition and decomposition	Doubling, sharing and grouping Even and odd numbers Number patterns Spatial reasoning Visualising and build mapping
Personal, Social, Emotional Development	Talking about our strengths Considering others Expressing feelings Rules and routines	Trying new things! Thinking about others perspectives Expressing feelings	Negotiation and resolving conflict	Following instructions Exercise	Healthy food choices	Setting goals
Communication and language	Talking about ourselves	Talking about why things happen	Talking about similarities	Talking about our own experiences	Talking about changes	Talking about the world around us
Physical Development	Athletics Team Games	Dance Dough Disco Using tools	Gymnastics Write Dance and Pre writing skills	Ball Skills Big Letter Formation	Dance Letter formation	Athletics Team Games Letter formation

Understanding the world	All about me Families Diversity and inclusion Real life superheroes	Scientific exploration Observation	Animals and habitats Digestion and poo Observations Environments	People, culture and communities Maps Environments	Growth Decay Life cycles Observations	Learning about sea creatures Transport Recycling
Expressive Art and Design	Nursery rhymes and songs Drawing and painting	Exploring music making and dance Adapting and retelling stories	Sharing our own creations Showcasing our artwork	Adapting and retelling stories Developing our art	Adapting and retelling stories Moving in time to the music	Performing in front of groups Modelling and creating

The above plan is a flexible plan. We follow children's interests and fascinations using 'in the moment' planning

