

# Welcome to Reception Curriculum morning



# Outline for the morning

- EYFS curriculum
- End of year expectations
- The over view and how to support your child at home
- Reading diaries and keywords.
- Behaviour chart
- Parent Q&A.
- Into the classrooms / outside area and see the children in their new provision.

# Where we expect the children to come in at

- Hold a pencil and write their own name
- Number awareness
- Able to take off their socks and shoes
- Put their coat on by themselves
- Partly get dressed
- Listen
- Toileting

= independence and responsibility

# Where are they now in their learning

- Phonics we are teaching individual sounds and tricky words
- Literacy - mark making, using their sounds to write words
- Maths - 1:1 correspondence
- Developing their respect and understanding of rules within the classroom both inside and out.

# EYFS curriculum



## Development Matters in the Early Years Foundation Stage (EYFS)

**This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.**

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: [www.education.gov.uk/publications](http://www.education.gov.uk/publications)



Literacy: Writing			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".</li> <li>• Support children in recognising and writing their own names.</li> <li>• Make books with children of activities they have been doing, using photographs of them as illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.</li> <li>• Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.</li> <li>• Model writing poems and short stories, writing down ideas suggested by the children.</li> <li>• Provide activities during which children will experiment with writing, for example, leaving a message.</li> <li>• Include opportunities for writing during role-play and other activities.</li> <li>• Encourage the children to use their phonic knowledge when writing.</li> </ul>
 40-60+ months	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>Early Learning Goal</b>  <b>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.</b></p>	<ul style="list-style-type: none"> <li>• Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.</li> <li>• Demonstrate writing so that children can see spelling in action.</li> <li>• Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes).</li> <li>• Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.</li> <li>• Support and scaffold individual children's writing as opportunities arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word banks and writing resources for both indoor and outdoor play.</li> <li>• Provide a range of opportunities to write for different purposes about things that interest children.</li> <li>• Resource role-play areas with listening and writing equipment. Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.</li> <li>• Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>.</li> <li>• When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.</li> </ul>



# End of year expectations

WONSAUPH + im  
+ heep was  
+ heep was  
b/cos ur + ate a cat  
+ it was a Wich  
nafter Wich - thea  
well done !  
✓

①

Wonsapontim  
there was

5.5.17

a Wolf.  
the wolf wit  
a rabbit.

then the Wolf  
ran into

a dog and

the dog lived

happier ever.

an exciting  
story about  
a wolf



# Non negotiables



Orleans Primary School

Non Negotiables for writing

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Amount
RECEPTION	<p>I can use a capital letter at the beginning of my own name.</p> <p>I have some knowledge of full stops at the end of sentences.</p> <p>I can use finger spaces.</p> <p>I can use capital letters at the beginning of a sentence.</p>	<p>I can use phonic knowledge to make a plausible attempt to write a dictated sentence.</p> <p>I can use sentences to imagine and recreate experiences.</p> <p>I am beginning to create simple sentences using a range of stimulus eg. sand, magnetic words etc.</p> <p>I can write my own name, labels and captions.</p>	<p>I can use a correct pencil grip.</p> <p>I can use the correct cursive formation of most letters (climb up, slide down).</p> <p>I can sit with the correct posture when writing.</p>	<p>I can name / sound out and write sounds of the alphabet.</p> <p>I can orally blend eg. 'd-a-g' – 'dog'</p> <p>I can decode (read) CVC words.</p> <p>I can spell some High Frequency words.</p> <p>I can reach the end of Phase 3/ beginning of Phase 4 in 'Letters and Sounds' phonics (CVCC &amp; CCVC words eg. milk &amp; slip)</p> <p>I can read and write up to set 3 of the Key words.</p>	<p>I can write a minimum of at least one sentence and read back my work.</p>

# Calcium

# 2<sup>nd</sup> October 2017

# Oxygen

This week in reception we will be focusing on Black History Week

Our key texts are I love my hair, Whoever you are & Sing me a story.

## Maths

This week our focus is on comparing and ordering according to size. We will also be comparing sets without counting.  
e.g. ordering animals from the tallest to the shortest.

## Understanding the world

Our focus this week is on Black history. We will be talking about celebrating different cultures, what makes us all different and what we love about ourselves.  
We will also have a visitor from a Caribbean storyteller on Tuesday.

## At home

Keep practising with your child their keywords. Inside your child's reading diary you will find a grid showing you which words they need more practice with. Please do not sound these words out they need to be read as a whole word. We will be testing the children weekly.

Please read with your child at least 3 times a week and write a comment in their diary to tell us how they found the book, what you feel went well and if they are finding any particular area or sounds tricky.

If you have any books on Autumn or Black history, please send them into school to share with the class.

Please write your child's name on it.

## Literacy

This week our focus is whoever you are by Mem Fox. We will be comparing our own lives with those of others around the world. We will be choosing pictures from the story and drawing pictures comparing our own lives to theirs. We will also be using our key words and applying our phonics to label our picture.

This week our sounds will be: **g, o, c and k** High frequency words: **and, on, not, into, can, no and go.**

Continue to ask your child to point out words with the sounds they have learnt so far.

## **\*Upcoming events & dates to remember\***

- Thursday 12<sup>th</sup> October Autumn walk
- 16<sup>th</sup> and 18<sup>th</sup> October parents evening - **Monday 16<sup>th</sup> October school finishes at 2pm to facilitate parents evening.**
- Wednesday 18<sup>th</sup> October reception curriculum morning at 9.10am.
- Friday 20<sup>th</sup> – Break for half term

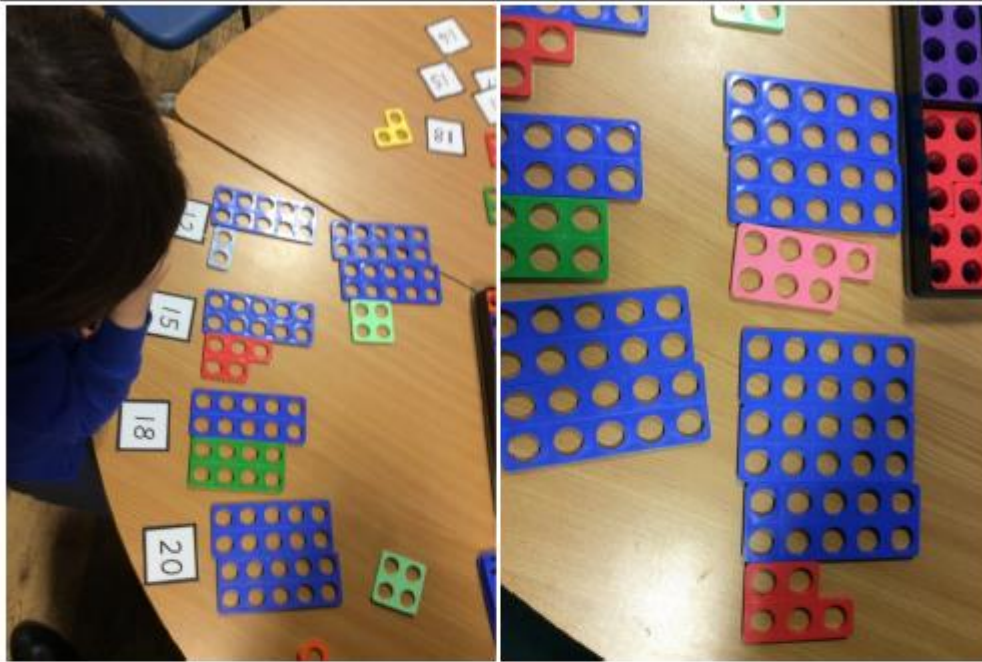
# How you can help at home

- Look at the overview see what we are up to
- Writing - are they holding their pencil properly, able to write their name, recognise their own name
- Reading - minimum x3 a week, keywords, discuss the story - before the story by reading the title, discuss the pictures as you read, ask questions at the end - What did Biff do?
- Comments needed in the diaries!
- Tapestry - upload / share

**\* This makes a huge difference!**

# Maths

By Rebecca Admin - Added 16 Jan 2017 09:47 AM



## Tapestry

### Notes

Confidently ordering and making teen numbers with the numicon 11-20.  
Able to make 24, 27 - understanding 24 is made up of 2 tens and a 4  
How many tens in 30? 3  
I can make 35 ...look 3 tens and a 5, WOW

### Comments

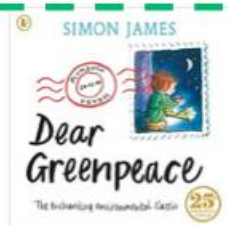
Having read this I couldn't believe it, so at random I asked [redacted] how many 10's she would need to make 20 - 2, 50 - 5?! Please be aware that we are not remotely pushie when it comes to numeracy / literacy so it's interesting to see where her natural interests and skills lie right now! [redacted] has numerical synesthesia where she can see numbers like a matrix in front of her...I wonder if it's in the genes?!

# Behaviour chart





roduce and explore our environment. They help children to talk about it, the roles of different groups in helping to preserve it as well as as.



# Book list

For children who like to go on adventures or solve problems the books below might be of interest to them. Why can't they take an elephant of a bus? What would they do if they were at sea and pirates boarded their boat? Encourage children to think of their own ideas. These will support their communication, language, understanding and reasoning.



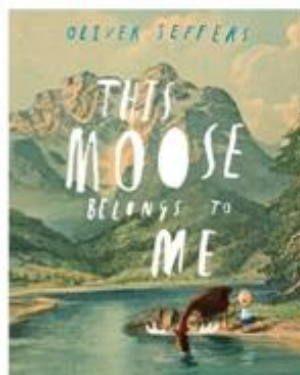
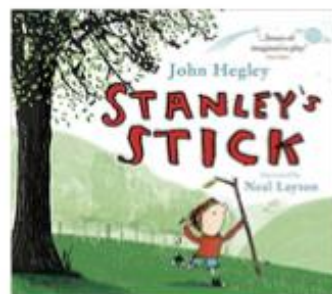
## EYFS Book List 2017-2018



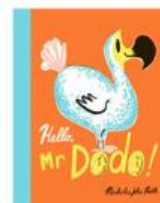
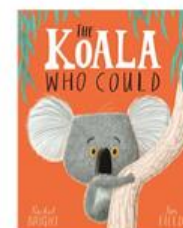
These books link to children's understanding of the wider world. Their themes cover people and communities, the world and technology.

They encourage responsibility, think about instructions and encourage children to think about what is outside of their own environment.

They also support children's language development through asking questions and encouraging children to ask questions of others in order to find out more information.



## EYFS Book List 2017-2018



These books support children in exploring a range of topics and situations that link with their physical, social and emotional development PSSED. They cover what it means to be a good friend, the importance of trying new things, teamwork, celebrate what makes us different and responsibility in friendships.





**Any Questions...**  
**Just Ask!**

