



Reception

Autumn Term 1



Our Reception team are so excited to welcome you all into our school community. The staff have been busy planning purposeful learning experiences, designed to support and encourage high levels of engagement, curiosity, motivation and thinking. The children will have a wide variety of opportunities to practise and develop new skills, as they explore their new learning environments.

Early Years Curriculum

There are seven curriculum headings, which are divided into **Prime** and **Specific** areas of learning.

Prime Areas of Learning

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

Communication and Language: the vehicle for learning

Communication and language underpins all areas of learning within our early years curriculum and continues to be developed within our provision, teaching, learning and planning methods.

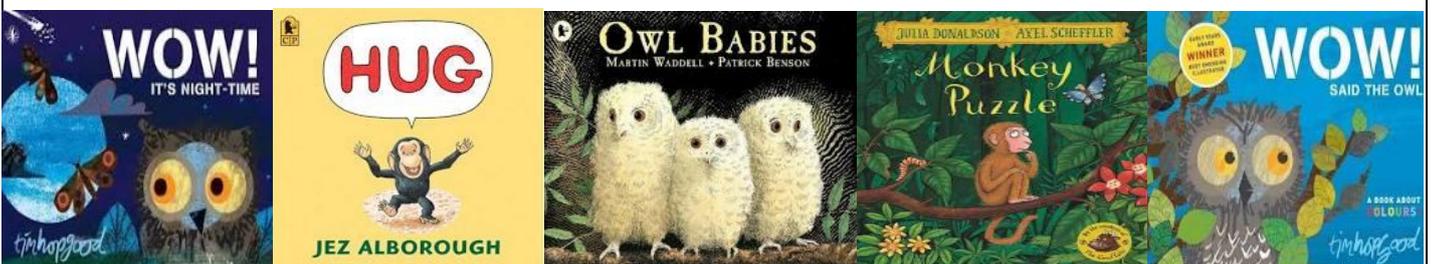
Specific Areas of Learning

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

The four specific areas provide a context for learning and a platform for children to practise and transfer their knowledge and independent skills. Our continuous provision has a strong emphasis upon supporting children's understanding of the world, along with enabling them to express themselves creatively using art and design. New learning and topics are adapted to reflect the needs of the children and their interests.

The Power of Story

Stories are essential for brain development, enabling greater thinking for understanding, expressive use of language, interest in new words, memory recall and concentration, alongside nurturing a sense of belonging. Staff will initially focus upon oral storytelling, representing ideas using drawing and acting out stories with the children. The children will share the texts below, chosen specifically to support their transition into school and to learn more about the animal world, including themselves.



Nine Steps of Communication - staircase model

Progression within planning considers the children's individual stages of cognition and learning and this is reflected in staff's understanding of the key elements that are essential towards becoming a reader and a writer. This model is presented as a staircase, beginning with the first step; **interaction**, followed by **play, listening, understanding, expressive language, speech and sound discrimination, speaking, reading and writing**. This model continues to be part of our developing practice and supports children making significant progress.

Constant involvement in reading and storytelling assists in developing the flow of speech and the habit of sitting, listening, concentrating and following a line of thought. The children will be immersed in literacy based learning reflected within the learning environments, to develop their phonics, reading and early writing skills.

Children access and share a wide range of picture story books together. This includes listening to stories, following the sequence of events and talking about the pictures. Children will be encouraged to use vocabulary from stories repetitively and engage in listening to stories presented as songs, using actions and expressions. Ensuring vocabulary is used in different contexts and accompanied by explanations, enables children to understand what words and expression means.

Skills and Learning

Word reading

- Children engage in reading using picture books, environmental print and scheme books (Little Wandle)
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo
- Name common nouns: objects
- Develop understanding of plurals, using objects
- Develop awareness of alliteration and rhyme
- Count and clap syllables in words
- Respond and answer questions with understanding

Little Wandle Phonics Phase 2: What's in the bag?

- Hear and say the phonemes for individual letters and read corresponding graphemes: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l

Formation phrase:

- letter patterns above

Oral blending:

- spoken phonemes CVC words

Tricky words:

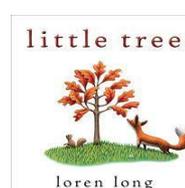
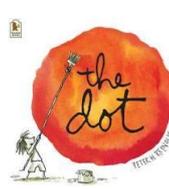
- is, I, the

Spelling:

- dog, ten, red, mum, kid

Emily Arrow creates literature inspired music for children, cultivating an appreciation and love for singing, song writing and story books. The children who attended our Nursery will be familiar with some of the stories and songs sung by Emily. She sings her songs on **You Tube** and also has a website, should you wish to explore at home with your children. Below are some of the stories that we will be exploring this term.

<http://www.emilyarrow.com>



Physical Development

Gross motor control (large movements) and fine motor control (smaller refined movements) are developed together in an integrated way, supporting children's own motivations for being active and interactive with each other. Our learning environments ensure that children have movement-rich lives, both indoors and outdoors.

Research shows us that children develop handwriting skills when they have well developed gross motor movements, and particularly when they are able to make movements using both hands to cross what is known as the 'midline'. The midline is a vertical line that we can imagine passing just in front of our bodies, from the tops of our heads to the floor between our feet.

The children have opportunities to join in dance sessions, inspired by an early writing program which introduces music, songs and suggested movements that develop gross motor coordination. It helps children work on their coordinated mark-making skills in a fun and imaginative way, using movement to help make the shapes they will eventually need to write in their given language. Please visit links below to watch a demonstration and for further information.

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

[Squiggle whilst you wiggle The journey of early writing. By Shonette Bason - PDF](#)

Skills and Learning

- Mark making and draw freely to give meaning / contextual play writing
- Show a preference for a dominant hand
- Develop and use a comfortable grip with good control when holding pens and pencils
- Write some letters accurately including some or all of their name
- Sensory play: sensations and textures to support concept words
- Small scale: scoop, pour, fill
- Pots: twist, flip, pull, push
- Scissors: cut, snip, shape
- Hands: rip, tear, scrunch, wring, thread, smudge, rub, mould, squash
- Construction: build, balance, shape, measure, join, stick
- Dough Disco: strength hands / physical coordination
- Adult model: spoken sentences / link actions to words / explanations to new words

Revise and refine the fundamental movement skills children may have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Sensory circuits for identified children: daily
- Eat independently and learn how to use a knife and fork
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly

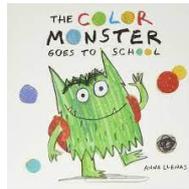
Personal, Social and Emotional Development

'Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world.'

(Birth to 5 matters 2021)

This area of learning is divided into three aspects

- Self regulation
- Managing self
- Building relationships



Staff have carefully chosen key texts which will encourage children to explore emotions beyond their normal range, through play and story. Each classroom has a visual display titled 'Zones of Regulation' where staff invite children daily, to engage with how they are feeling. The children will develop a greater awareness of how they are feeling 'in that moment' and link feelings with different emotions. The most important learning from this, is that children understand that their feeling is 'their power' and whilst engaging in this process, develop emotional literacy, to explain.

Within the continuous provision we have created a 'mindfulness' area. This is a reflective space where children can sit quietly and engage in sensory and empathy play. Alongside this, children will engage in a daily practice, of learning how they can use breathing to help them to feel calm; this supports transition times throughout the day. Staff understand that children need to develop an understanding that their bodies do not control them and that they can change their behaviour choice. There are many other spaces within our learning environments, where children will continuously practise social interactions, developing new attachments and friendships with others. They will quickly become familiar with routines and be able to follow rules and understand why they are important.

Growth mind-set: engagement jar

All Staff are mindful of the language they use, to enhance children's developing mind set. This is demonstrated by understanding children's levels of engagement, motivation, struggles and achievements as a learning process, placing greater emphasis upon children's perseverance, rather than outcome. Children do not receive individual rewards such as stickers, they are not told that they are clever! Instead, children are invited to engage in a collaborative reward system, by placing gems into a jar. Alongside this, staff model the language of learning and use key phrases such as "I can see that you have been working really hard" "good learning". This method has proved to be a powerful tool to encourage children to acknowledge and celebrate each other's achievements; every child benefits because, as the jar becomes full, together, the whole class choose a treat!

Mathematics

Mathematics is taught within a progressive structure to develop children's knowledge and understanding of number. Staff carefully plan questions to encourage investigation and opportunities for children to begin to develop vocabulary, identify patterns beginning with sorting, grouping, classifying and comparing objects. Number and numerical patterns are taught during focussed learning sessions and planned within the learning environments and includes shape, space, measure and time concepts.

The children begin to develop a deep understanding of number; it's value and how this can be represented in a variety of ways by using physical resources including body actions, using marks and manipulating pictures, before moving onto abstract forms of representation; using symbols. Children learn how to count, organise, compare and calculate number, which includes doubling, halving, explaining and reasoning. Children also learn how to recognise quantities of objects, without having to count them (subvertising). They practice ordering number to develop an awareness of place value and includes learning less and more concepts and supports children to recognise patterns in number. The children practice recall of number facts (fluency) daily, which enables them to build upon their number knowledge. At the

beginning of each week the children are introduced to a new number and explore different ways of making and finding the number. This is supported by a class number display known as a working wall.

Skills and Learning

- Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time
- Sing counting songs and number rhymes, and read stories that involve counting
- Play games which involve counting
- Fast recognition of up to 3 objects, without having to count them individually ('subitising')
- Recite numbers past 5: collect number of objects
- Say one number for each item in order: 1,2,3,4,5
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- Show 'finger numbers' up to 5
- Link numerals and amounts e.g. showing the right number of objects to match the value/ numeral to 5
- Organise resources for children to count and check *dots and numerals
- Experiment with marks to represent value and then move on to manipulating pictures
- Solve real 'life' mathematical problems with numbers up to 5 e.g. "I think Adam has got more crackers..."
- Support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs..."
- Draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'
- Compare quantities using language: 'more than', 'fewer than'
- Talk about and identifies the patterns around them e.g. stripes on clothes, designs on rugs and wallpaper. Use informal **language** like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf...
- Notice and correct an error in a repeating pattern



Numberblocks

Numberblocks are animated characters who introduce children to number concepts using story and songs to support early mathematical understanding. Children very quickly learn the value and character of each member of the number block family.

Please visit <https://www.bbc.co.uk/cbeebies/shows/numberblocks>

Parent Workshop Reminder

Date	Time	Area of Learning
Monday 27 th September 2021	8.55-9.30am	How Learning is Developed Communication and Language
Monday 4 th October 2021	8.55-9.30am	Letters and Sounds Reading and Writing
Monday 11 th October 2021	8.55-9.30am	Letter formation How number is taught
Monday 18 th October 2021	8.55-9.30am	Growth mindset and wellbeing