

# Reception

## Autumn Term 1



### Welcome

A very warm welcome to our Reception children and their families, into our wonderful early years setting. Our early years team are so excited to meet you all and are particularly keen to get started implementing new ideas, which will support the progress of developing your children's early literacy skills.

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

### There are 3 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.

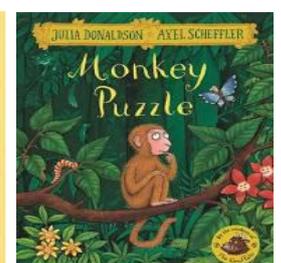
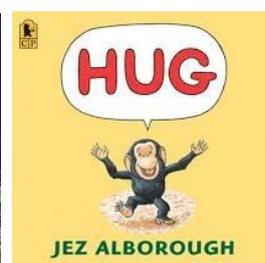
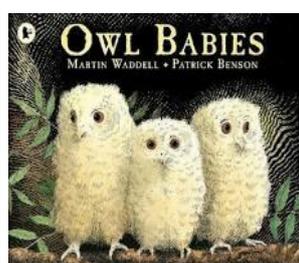
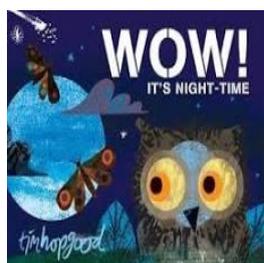
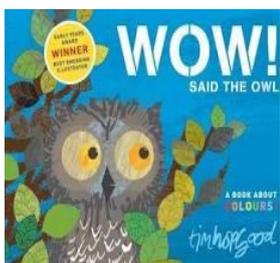
### There are 4 Specific Areas of Learning

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

The four specific areas provide a context for learning and a platform for children to practice 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.



## Curriculum and Learning

### Communication and Language

**Focus:** Language to support the process of thinking and applying new vocabulary into spoken sentences

- Understand, practise and apply in context **concept words** linked to quality, colour, properties, sound, shape, size, movement, quantity, space, time and number
- Sensory play focus: **vocabulary** linked to **concepts** exploring mud, flour, water, sand, dough, ice, rice, pasta, jelly, bubbles, cereals, foam, soap, water beads, corn flour, chocolate powder
- Describe properties/qualities of materials and objects
- Build and use new vocabulary
- Understand positional vocabulary linked to space, size and number concepts
- Grammatical composition of spoken sentences
- Use language expressively; key phrase in stories/ spoken thoughts / rhyme
- Recall experience, facts, stories and recall story sequence
- Make links with experience and new learning
- Begin to understand and answer questions
- Learn friends names
- Recall familiar rhymes and songs
- Chop and talk: developing thinking for reasoning: more and less

Sensory play is understood by all staff, as a powerful tool which strengthens memory, recall and language.

### Word Reading

**Children working in Phase 2 and aspect 4/5/7 in phase 1**

- Letters and their spoken sounds (phonemes)
- Common nouns
- Alliteration/ Plurals
- Rhyming words/ Syllables
- Greater exposure to new vocabulary and applying words into spoken sentences
- Develop the flow of speech and use repetition in spoken sentences
- Silly questions; encouraging verbal reasoning
- Responding and answering questions with understanding
- Children's own stories stimulated by books, objects and ideas
- Pictures/puppets/ props to recall texts and rhymes
- Represent ideas using drawing
- Teach, practice and apply oral segmenting; to say and hear the blends of words
- Recognise some HF/common exception words
- Develop understanding of concept words using sensory play

### Shared Reading

Children will access and share a wide range of picture story books together. This includes listening to stories, following the sequence 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. 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 focused learning sessions, to develop their phonics, reading and early writing skills

**Emily Arrow** creates literature inspired music for children, cultivating an appreciation and love for singing, song writing and literature. 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.

<http://www.emilyarrow.com>



## Physical Development

### Fine motor skills

- Mark making/ drawing/ tripod grip
- Contextual play writing
- Sensory play: sensations/ textures
- Small scale: scoop, pour and fill
- Pots: twist, flip, pull, push
- Scissors: cutting/ snipping/ shaping
- Ripping/ tearing
- Threading/ joining/ sticking/ scrunching/ smudging/ rubbing/ moulding/ shaping/ squashing/ chopping
- Dough Disco: strengthening hands / physical coordination
- Building/ balancing

### Gross motor skills

- Moving: spatial and body awareness
- Directional/ positional vocabulary
- Bikes & ramps
- Bubbles, balloons & breathing
- Yoga
- Write Dance

## The Journey of Early Writing - Write Dance

Write Dance is an early writing program which introduces music, songs and suggested movements that develop gross motor coordination (big movements). 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.

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.

Shonette Bason-Wood inspired our Nursery staff to develop 'squiggle whilst you wiggle' into their daily practice. The children use 'flipper flappers' during dance sessions and then transfer movement shapes into mark making. This year, we will be developing this method into our Reception practice.

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](#)

## Personal, Social and Emotional Development

Within our continuous provision the children will have opportunities to visit the mindfulness area. This is a reflective space where children can sit quietly and engage in sensory and empathy play. They will also learn about how they can use breathing to help them to feel calm and a beautiful yoga song with actions.

### Key focus: Social interaction

- Turn taking
- Making friendships
- Sharing likes and dislikes
- I love you already: story and song

### Growth mind-set

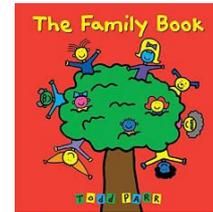
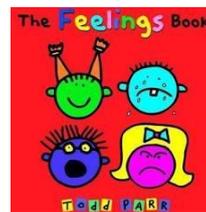
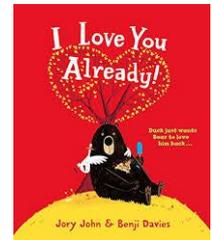
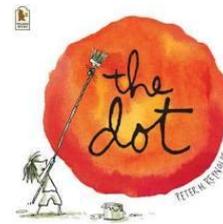
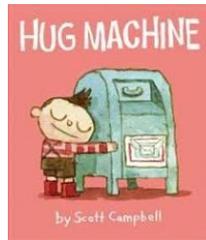
- Engagement jar
- The dot: story and song

### Feelings

- Explore different feelings, emotions and behaviour
- Hug machine: story and song

### Mindfulness

- Mindfulness area: calmness / empathy play
- Yoga song: stretching and breathing



## Maths

Maths is taught using a progressive and systematic approach to developing children's knowledge and understanding of number, which is supported by a scheme of learning called **White Rose**. Teachers carefully plan questions to encourage investigation and problem solving and opportunities for children to explain and reason, alongside using mathematical vocabulary. Number and problem solving is taught during focussed learning sessions and within the continuous provision and includes shape, space, measure and time.

### Mastering number

The children begin to develop a deep understanding of number; its 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 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 (subertising). They practice ordering number to develop an awareness of place value and includes learning less and more concepts and supports children's ability 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. If you would like to learn more, please visit the school website for further information presented in the whole school maths policy.

### 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 28 <sup>h</sup> September 2020	8.55-9.30am	Communication and Language Letters and Sounds: Introduction
Monday 5 <sup>th</sup> October 2020	8.55-9.30am	Letters and Sounds: Revisit Reading
Monday 12 <sup>th</sup> October 2020	8.55-9.30am	Letters and Sounds: Revisit Writing and letter formation
Monday 19 <sup>th</sup> October 2020	8.55-9.30am	Number and Reasoning Progression of learning 'CPA' model
Monday 26 <sup>th</sup> October 2020	8.55-9.30am	Growth mindset and Well-being