



Reception Curriculum Meeting

2020



The Early Years Foundation Stage

In Reception the children follow the Early Years Framework which covers a wide range of skills and subjects.

There are seven areas which we cover.



Communication and Language, and Personal, Social and Emotional Development are crucial to the Early Years curriculum. They focus on;

- . The children's relationships with others
- . Their self confidence, self awareness and self control
- . How they talk and how they listen

We cover the seven areas in a variety of ways including;

- . Whole class teaching sessions
- . Adult led learning - 1 to 1 or in small groups
- . Independent learning opportunities
- . Outdoor learning



In order for your child to gain as much as possible from these activities, we encourage them to be;

- . Independent
- . Confident when trying new things
- . Happy to "have a go"
- . Creative in their thinking
- . Curious
- . Determined



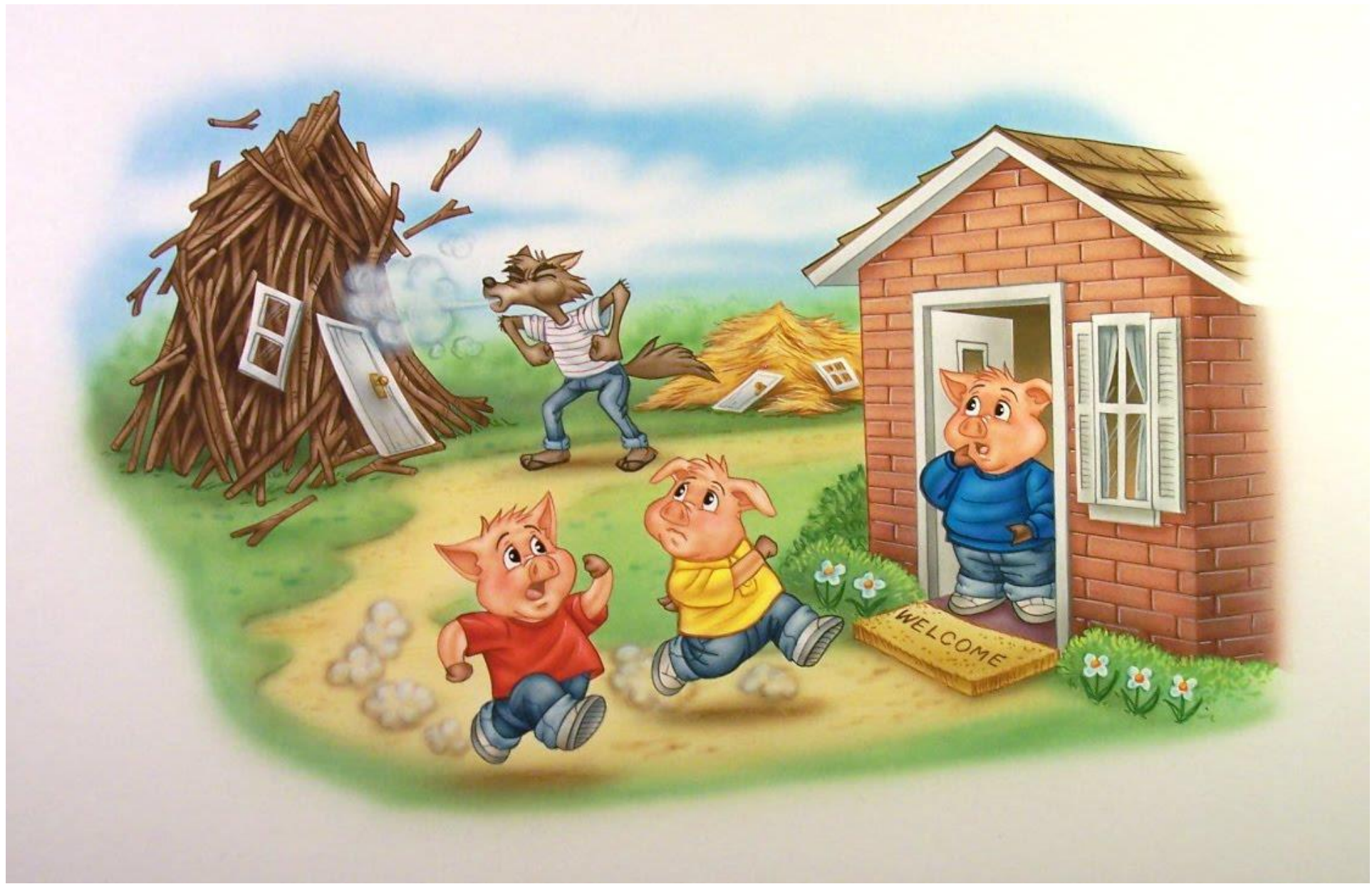
Some things you can do to help at home;

- *Talk, talk and talk some more...*
- Read stories together
- Encourage your child to become more independent, for example when dressing, eating or going to the toilet
- Give your child the opportunity to help you with small tasks. This will help them to practise listening and remembering one or two instructions

Reading

By the end of Reception children will be able to :

- read and understand simple sentences.
- use phonic knowledge to decode regular words and read them aloud accurately.
- read some common irregular words
- demonstrate understanding when talking with others about what they have read.



Blending

in

cat

pin

spin

thin

sheep

High Frequency words eg the, in, to



Phonics

- . Children learn letter sounds (phonemes) in a particular order
- . Phonemes are blended into words for reading
- . Words are segmented into phonemes for writing
- . They are taught phonics everyday from Nursery to Year 2.
- . They learn the phonemes, identify words beginning with the phoneme. Start to read and write words and sentences with the phonemes in them.

How to help at home:

Reading Scheme - Collins Big Cats

- Levelled books with phonics readers (called "for Letters and Sounds") and then books requiring a wider range of reading skills within each level.
- Books will be re-read to increase fluency and confidence.
- Stories and non-fiction books at every level.



Reading Scheme - Collins Big Cats

- For children who have completed the phonics programme there are carefully levelled texts.
- These increase the range of skills the children use to comprehend and ensure they apply their phonics skills in to new contexts.
- More information in the document that will be uploaded to the school website.



Reading Scheme - Collins Big Cats

- Talk about the pictures - What can you see? What is happening? What might happen next?
- Look for letters that your child knows and say the sound.
- In coming weeks your child will begin to learn how to blend the words and as they re-read books will be able to recognise more words without having to blend.
- Re-read for fluency and to build confidence.



Start a new page for each new week. Write the week beginning date at the top of the page.

There are five spaces per page for each day.

Four reads on four different days.

wb: 21.9.20

Date	Book and page number	Comments

Tricky words, or words to practise

New sounds I have spotted (e.g. night rain)

Date	Book and page number	Comments

Tricky words, or words to practise

New sounds I have spotted (e.g. night rain)

Phonics into writing

- . Recognise and read the sound
- . Find it in a selection of letters (eg letter cards, magnetic or foam letters)
- . Write
- . Children can only write what they can read, they apply what they have learnt - it is not necessarily conventional!!

Segmenting and spelling



dg



donkee

Writing

By the end of Reception most children will be able to:

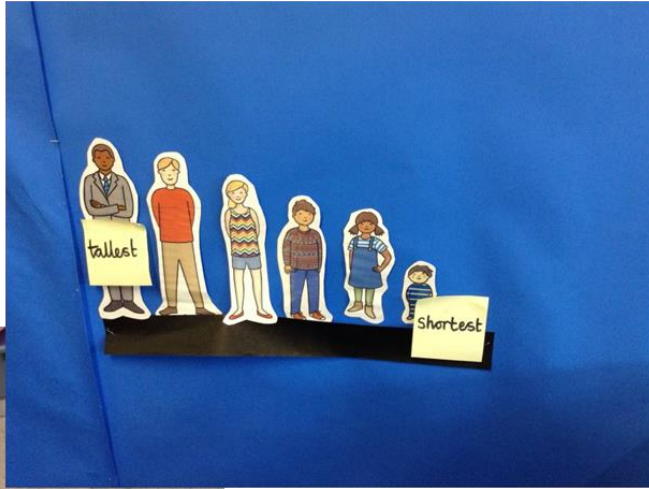
- use their phonic knowledge to write words in ways which match their spoken sounds.
- write some irregular common words.
- write simple sentences which can be read by themselves and others.
- spell some words correctly and others are phonetically plausible.

Mathematics:

By the end of Reception the expectation for most children is to:

- count reliably with numbers from one to 20 and place them in order
- say which number is one more or one less than a given number.
- use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.
- solve problems, including doubling, halving and sharing.
- use everyday language to talk about size, weight, capacity, position, distance, time, money
- use everyday language to talk about and compare quantities and objects and to solve problems.
- recognise, create and describe patterns.
- explore characteristics of everyday objects and shapes and use mathematical language to describe them.

What does Maths look like in Reception?



- practical activities
- Counting in lots of different ways
- Talking and using vocabulary related to maths



How you can support at home

In the street

Recognising numbers eg on doors or buses

Counting - how many lampposts on the way to school?

Adding things you can see or find eg I have 4 leaves and you have 3, how many altogether?

Doing the washing

Counting in 2s

Sorting by colour and size

Matching and pairing up socks





Making Food

- Can you cut your toast into 4 pieces? Can you cut it into triangles?
- Setting the table. Counting the right number of plates etc. How many more do we need?
- Helping with the cooking by measuring and counting ingredients.
- Setting the timer.

Time:

Yesterday, today, tomorrow

Days of the week

O'clock

Morning, afternoon, evening

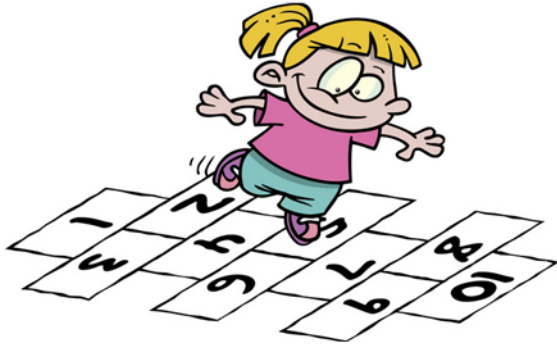
Going shopping

- Reading price tags
- Counting items into the basket
- Finding and counting coins
- Comparing weights – which is heavier



Games

- Putting cards into piles
- Jigsaws (you can make your own by cutting up a magazine picture)
- Snap (matching pairs) or Happy Families (collect 4 of a kind)
 - Snakes and ladders or other simple dice games.
 - Adding numbers on two dice.
 - Bingo, with numbers or shapes
 - Hopscotch



Expressive arts and design

Children will explore and use different materials and media, learn to use their imagination in different activities



Understanding the World

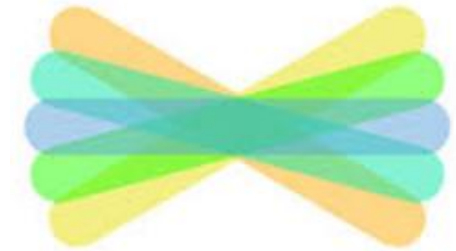
Children will find out and talk about, people and communities, the world and technology

... and a few other reminders!

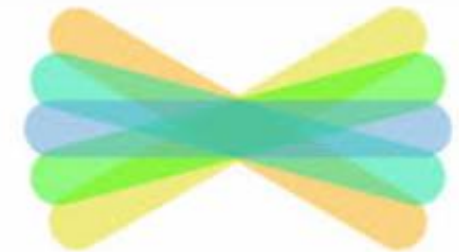
- PE lesson on Monday
- PE activities every day
- Daily k
- Wellbeing
- Lunchtimes
- Read 4 times a week

Use of Seesaw in school

- ▶ An app that can be used to store your child's work, like an online learning journal.
- ▶ Practical work including videos can be uploaded to give an insight into the children's learning that cannot always be shown in their books.
- ▶ Supports the Computing curriculum – create and store digital content, use a camera, record sound and play back.
- ▶ Cross-curricular links – using technology to record work in other subject areas.
- ▶ You will be given a 'Family Access' code to use to create a family account. You will need a new code even if you have used Seesaw previously.



CLASS



FAMILY

Home learning -


Home learning will be provided during the following instances –

- Child is self-isolating for precautionary reasons
- Child's bubble is required to self-isolate for 14 days due to a positive case of COVID-19
 - Entire school is required to work from home – National Lockdown

Small group of children - paper based / Seesaw

Whole class or larger - work will be completed on Seesaw

COVID-19 support and information



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Information linked to COVID-19 Sympt...

Information linked to COVID-19 Symptoms and Testing

[COVID-19 Advice for Parents](#)

[COVID-19 - Weekly Isolation information](#)

[Working From Home](#)

[Attendance](#)

[Absences and Illness](#)

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Main symptoms

The main symptoms of coronavirus are:

- a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- a loss or change to your sense of smell or taste – this means you've lost the ability to smell or taste anything, or things smell or taste different to normal

Most people with coronavirus have at least 1 of these symptoms.

Check your symptoms -



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School's response to COVID-19 related incidents

As a school we are likely to be faced with three potential COVID-19 situations during the next year - these are outlined below:

A member of a bubble needing to self-isolate for precautionary reasons - This is likely to be because they have been in close contact with someone who has either symptoms or has had a positive test result for COVID-19. They will not have symptoms themselves. **If your child is in the bubble with someone who is self-isolating for precautionary reason, they will still be able to attend school as normal.**

A member of a bubble needing to self-isolate as they are demonstrating COVID-19 symptoms - In this instance, a member of the bubble would have one or more of the following symptoms: a new continuous cough, a temperature or a loss/change of their sense of smell or taste. Unfortunately, these symptoms are also symptoms of many other common illnesses. With this in mind, I would like to reassure parents that despite the likelihood of receiving a high number of notifications relating to these types of incidents in your child's bubble - many will not be COVID-19 related. The person demonstrating any of these symptoms will not be allowed to re-enter the school until they have returned a negative COVID-19 test result or have isolated for 10 days since developing symptoms. **If your child is in the bubble with someone who is**



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Links to Government Documents for parents -

Guidance for parents and carers on supporting children and young peoples mental health and wellbeing during the coronavirus COVID-19 outbreak

What parents and carers need to know about early years providers schools and colleges during the coronavirus COVID-19 outbreak

Staying alert and safe social distancing

Guidance for households with grandparents, parents and children living together where someone is at increased risk or has symptoms of coronavirus COVID-19

Support linked to Isolation periods when isolating as a family -

What happens if someone in your family gets sick?



Activity passports -

Runs from Nursery to Year 2 in school.

Enrichment activities

Develops school values:

- . Respectful
- . Resilient
- . Independent
- . Collaborative
- . Inquisitive

Reporting to parents -

3 times a year

Simple

Identifies next steps

Clear to see progression

Informed more regularly

Reports will be in addition to parents evening

Communication

All letters and correspondence moved online

Weekly newsletters

Emails / contact numbers

Forms – Child information / Seesaw consent / Photo permission /
medicine / Change of parent information / Holiday request

How could you help Hadleigh?

PA

Funds

Facilitates the vision

Provides additional experiences

Develops personal skills

Next meeting 29th September – via Zoom