Histon and Impington Park Primary School

Reception Curriculum Information

Reception Team

Class One

- Mrs Rogers- Monday, Tuesday, Wednesday
- Mrs Scheilling- Wednesday, Thursday Friday

Class Two

- Ms Robinson- Monday, Tuesday, Wednesday, Friday
- Mrs Goller- Wednesday, Thursday

Teaching Assistants

Mrs Holt, Miss Cornwell, Mrs Abraham, Mrs Celantano, Mrs Baxter

A typical day in Reception…

Morning session				Lunch time	Afternoon session			
Morning Jobs 5-a-Day Register Calendar Visual timetable	**Carpet time** Topic Reading Groups and NELI x 3	**Explore and Learn** Snack time Small group work	**Carpet time** Phonics		**Carpet time** Maths	**Explore and Learn** Small group work	**Carpet time** **PSHE, Music** Story time Singing/ rhymes	Home time

Phonics and Maths are taught every day.
Formal PE once a week
Woods every other week

PE and Wildlife Woods

PE

- Children have a formal PE lesson every week. Balanceability and visits to the woods are part of our PE allocation
- PE kits need to be kept at school and need to be **named**. Please ensure children who have pierced ears are not wearing earrings and children with long hair are wearing their hair up. Avoid tights on PE days.

Wildlife Woods

- Wildlife Woods visits will be on Mondays, starting in Autumn 2. VOLUNTEERS AND ACTION NEEDED!
- Waterproof coats and trousers will be provided by school- children need warm layers and wellies.

Buddy System and Play Leaders

- Each Reception class has a partner Y6 class
- Older children 'buddy up' with younger children
- Play Leaders organise games at lunchtime

Celebrating Achievements

- ‘Wow’ moments recorded and shared on Tapestry
- Focus on quality interactions
- Regular phonics and maths videos
- Tapestry allows you to share key achievements with us
- Paper learning journeys- children have ownership
- Crown Assembly weekly to celebrate park values (Pride, Aspiration, Respect and Kindness)
- House points for park values (Air, Fire, Water, Earth)

Early Years Foundation Stage (EYFS)

Development Matters

Prime areas

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Specific areas

Literacy

- Comprehension
- Word Reading
- Writing

Maths

- Number
- Numerical Patterns

Understanding the World

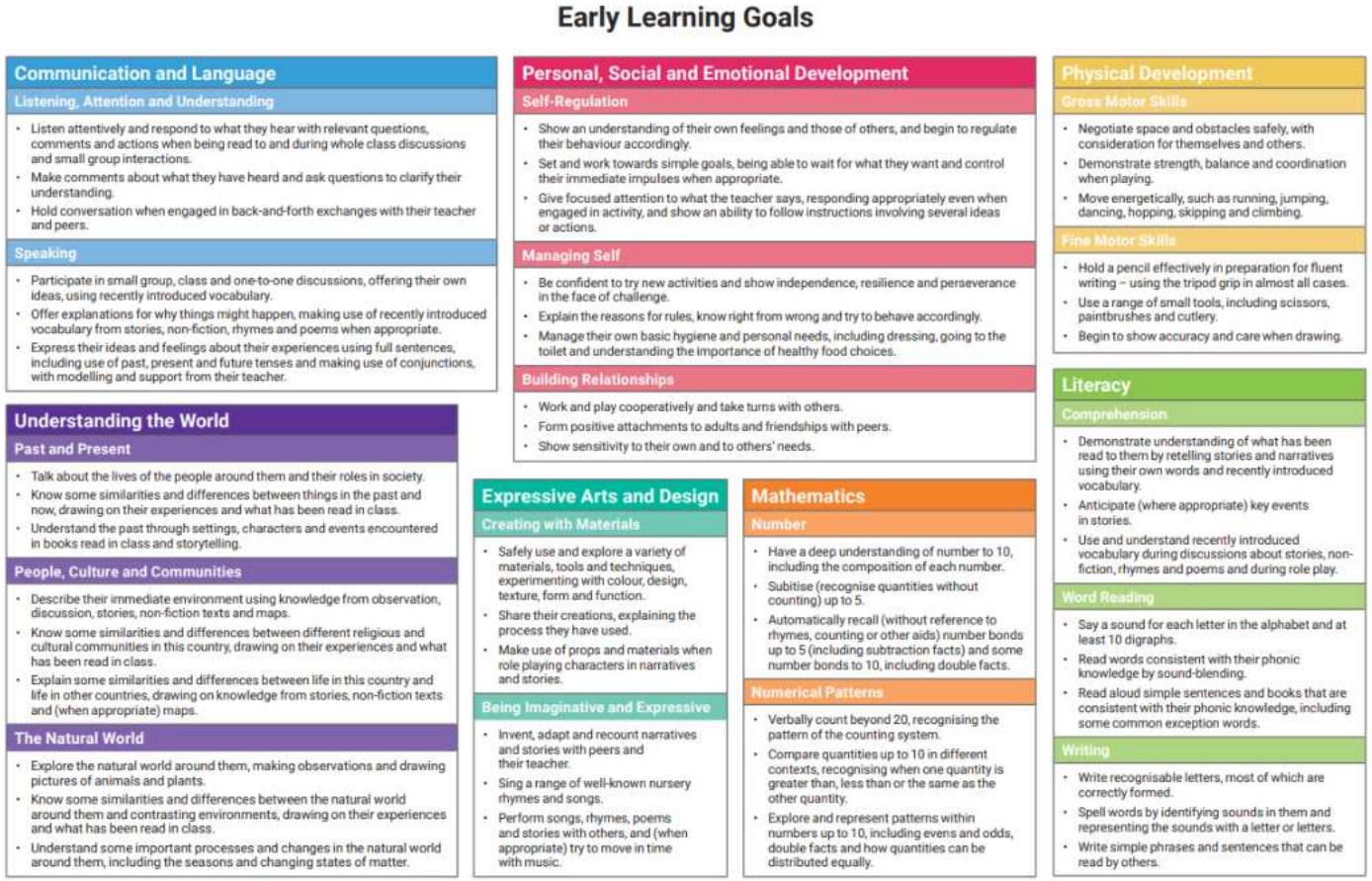
- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Early Learning Goals (in book bags)

- 17 areas assessed
- End of year assessment
- ‘Emerging’ or ‘Expected’



Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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

- 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.

Understanding the World

Past and Present

- 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

- 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

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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

- 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.

Expressive Arts and Design

Creating with Materials

- 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

- 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.

Mathematics

Number

- 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

- 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.

Physical Development

Gross Motor Skills

- 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

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- 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

- 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

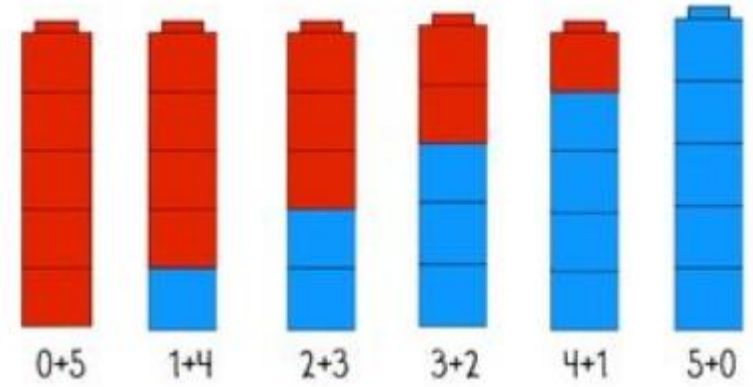
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Maths Key Areas

- Number sense





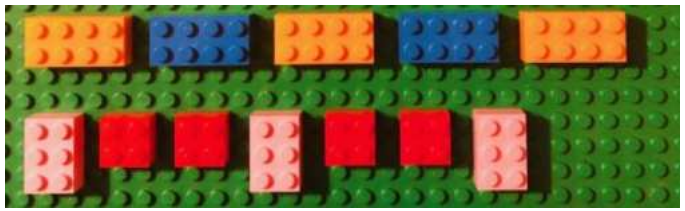




- Pattern awareness









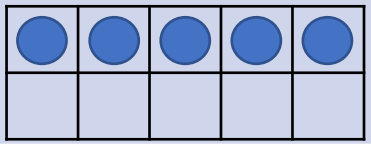
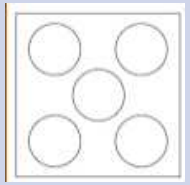
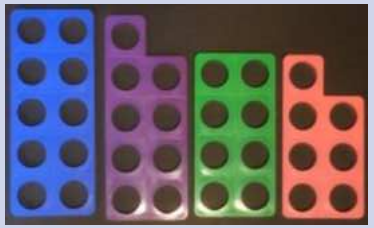
- Spatial reasoning



Shape rotation
Lauer & Laurenco, 2016



Maths terminology

Terminology	Example/explanation
Subitise	*Being able to quickly recognise small amounts e.g. dot patterns on a dice*
Number bonds	*The different ways a number can be made through addition e.g. number bonds for 5: 0+1 1+4 2+3 3+2 4+1 5+0*
Tens frame Dice frame	 
1:1 correspondence	*One number name for each object, touching each object once and knowing the last number is the total.*
Numicon	 

Phonics (in book bags)

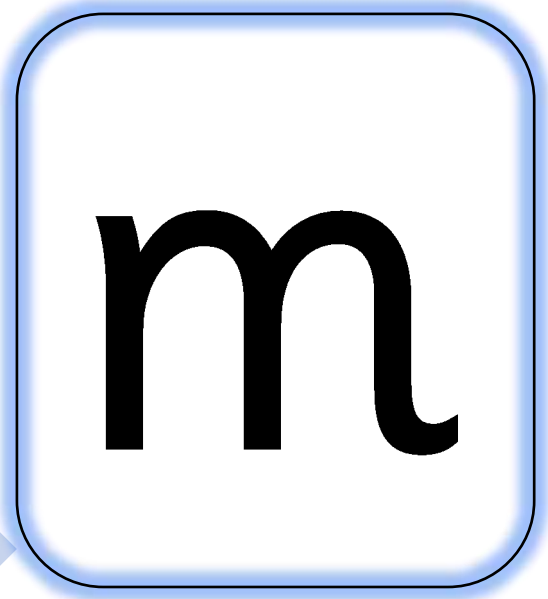
- How we teach children to read and write
- Little Wandle- Letters and Sounds Revised- see resources:
- For parents | Letters and Sounds (littlewandlelettersandsounds.org.uk)
- Taught daily
- Phonemes, tricky words, sounding out, blending and segmenting
- 3 x reading practice sessions each week
- Non-cursive letter formation
- Phoneme folders sent home

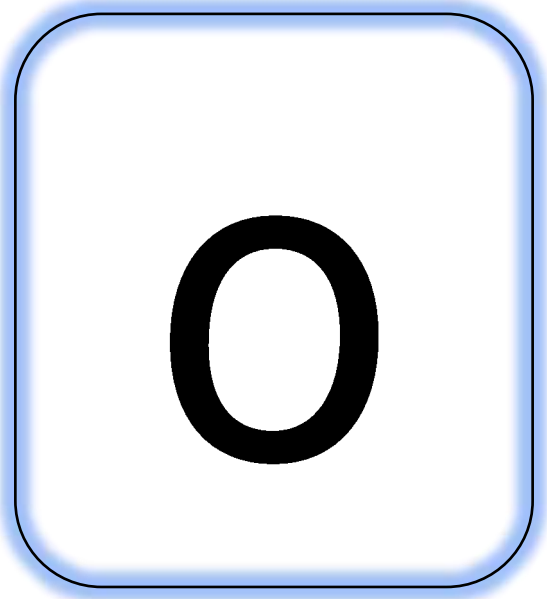
Phonics terminology

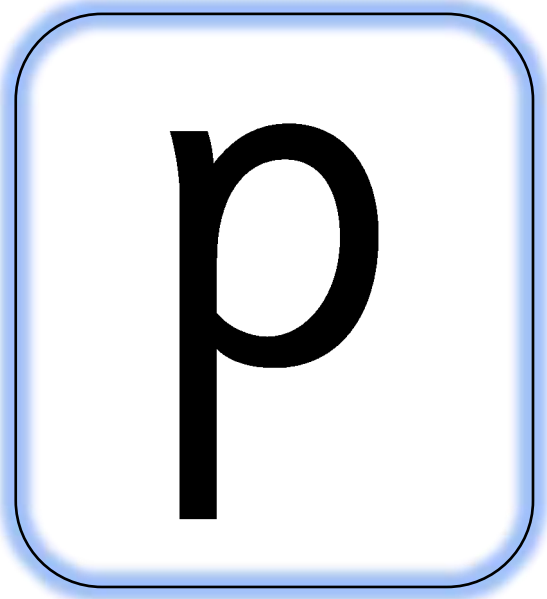
Terminology	Example/explanation
Phoneme	The smallest unit of sound within a word e.g. 'sheep' is made up of 3 phonemes *"sh-ee-p"*
Grapheme	A grapheme is the written representation of a phoneme e.g. the phoneme *"sh"* is written using the letters s and h
Digraph	A digraph is two letters which are used to represent one phoneme e.g. 'sh' 'ai' 'er'
Trigraph	A trigraph is three letters which are used to represent one phoneme e.g. 'air' 'ear' 'igh'
Blend	Blending is when you put individual phonemes together to read a word
Segment	Segmenting is when you break up a word into individual phonemes for spelling
Tricky word	A word which cannot be 'sounded out' and read phonetically e.g. 'the' and 'we'

Phonics – Enunciation of phonemes (sounds)

- We make the shortest unit of sound we can, without adding 'uh'



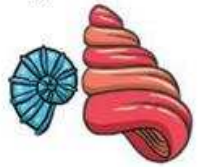
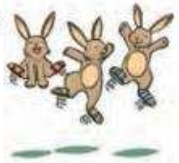




Phase 2 and 3 Phonemes
(Phase 1 is taught in Nursery School)

s 	a 	t 	p 	i 	n 
m 	d 	g 	o 	c 	k 
ck 	e 	u 	r 	h 	b 
f 	l 	j 	v 	w 	x 

Phase 2 and 3 Phonemes
(Phase 1 is taught in Nursery School)

y 	z 	qu 	ch 	sh 	th 
ng 	nk 	ai 	ee 	igh 	oa 
oc 	oc 	ar 	or 	ur 	ow 
oi 	ear 	air 	er 		

Phonics – Sound buttons

- One sound button per phoneme (sound)

c a t

r ai n

l igh t

All CVC words

Tricky Words

Phase 2		Phase 3	Phase 4	
is	go	was	said	here
i	no	you	so	little
the	to	they	have	says
put	into	my	like	there
pull	she	by	some	when
full	push	all	come	what
as	he	are	love	one
and	of	sure	do	out
has	we	pure	were	today
his	me			
her	be			

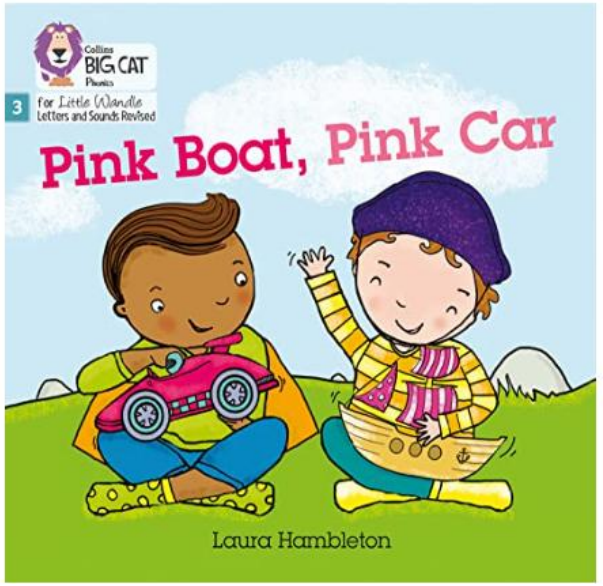
Reading – Wow Books

- All children will be taught book reading skills in small groups three times a week. They will read the same book in each of those lessons. By the end of the week, children will have read the book with an adult three times.

- Each lesson will focus on a different skill.
  Lesson 1: Decoding
  Lesson 2: Prosody
  Lesson 3: Comprehension.

- On **Friday**, after their final session, children will take that book home to read with you. This book will have a sticker labelled "My Wow Book". **Please return this book the following Wednesday.**

- **Lost or damaged books need to be replaced or paid for.**



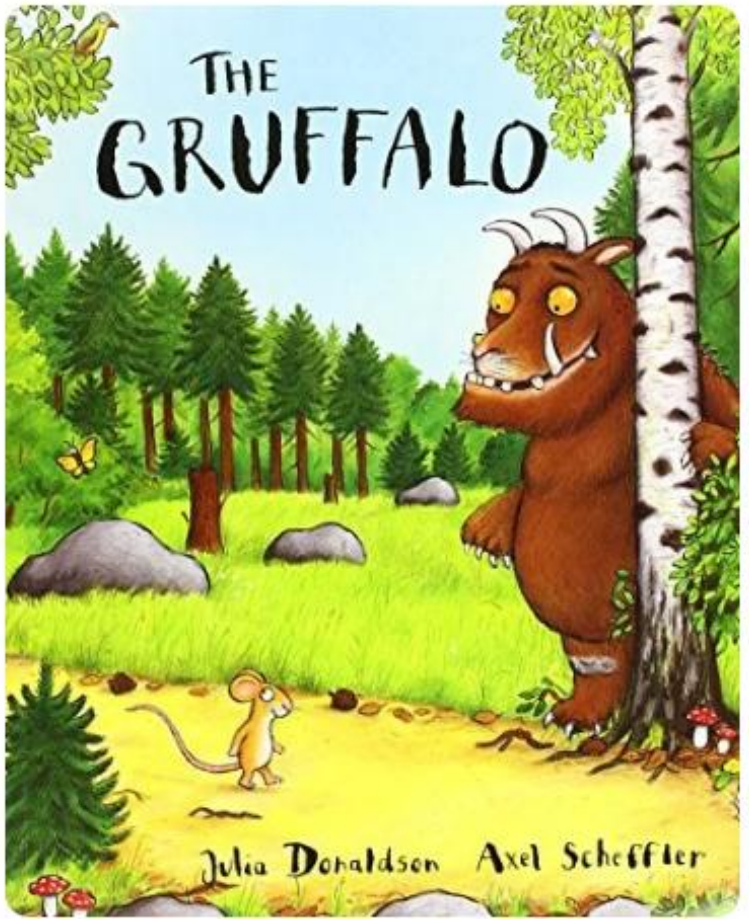
Wordless Books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- *Talk about the pictures.*
- *Point to the images in the circles and find them on the page.*
- *Encourage your child to make links from the book to their experiences.*
- *Look for pictures that begin with …*
- *Look for pictures that rhyme with ..*
- *Count how many ….*

Reading – Library Books

- Library book once a week
- Chosen by your child
- Fiction or non-fiction
- You read it to your child
- It will be swapped if returned
- Please keep it in their book bag. It will be changed on **Wednesdays.**



NELI = Nuffield Early Language Intervention (In book bags)

Core focus: Builds oral language, vocabulary, listening, and storytelling (narrative) skills for every child aged 4 to 7.
Session format: 20 minutes 3 times a week
Six key topics: Explores familiar themes like *My Body*, *Things We Wear*, *People Who Help Us*, *Growing*, *Journey*, and *Tim*

Thank you for listening!

Any questions?