



Reception Curriculum Meeting

30th September 2026



Early Years Foundation Stage (EYFS)



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



Communication and Language

How do we promote and develop children's communication and language?

- Making time to talk
- Leave gaps and wait...
- Commenting
- Play
- Modelling and introducing new vocabulary
- Communication in print used throughout the school to support learning
- Sending home learning mats to form links between home and school.



Personal, Social and Emotional Development

How do we promote and develop children's personal, social and emotional development?

- Language development forms the basis for children to learn self regulation skills. This is a focus throughout the school as we believe it is of high importance.
- Pretend play gives opportunities for children to focus their thinking. It encourages them to persevere and provides opportunities for them to plan, do and review their learning.
- We support children in building positive relationships with both their peers and adults.
- We encourage children to develop their independence and foster a 'have a go' attitude.



Whole School Expectations

Trumpington Park Values

- At Trumpington Park we promote positive behaviour and attitudes to learning.
- As a whole school we encourage the children to





Physical Development

How do we promote and develop children's physical development?

- Throughout the day we provide many opportunities to develop gross motor skills both inside and out.
- These include using the balance bikes, indoor and outdoor PE sessions, opportunities to use the climbing equipment and time to run on the Astro area.
- We encourage the use of fine motor skills daily through continuous provision, exploring and using tools and equipment and practising dressing and undressing (including buttons, zips and shoes).



Phonics

- At Trumpington Park we follow the Little Wandle – Letters and Sounds scheme.
- Your child will be learning 4 sounds each week throughout phases 2 and 3 and will come home wearing a sticker with the sound of the day.
- The newsletter will include a recap of the 4 GPC's taught & the learning mat will identify the 4 sounds we will learn the following week.
- Please work with your child to reinforce the importance of practising these sounds.
- We are also here to support you as parents as well.

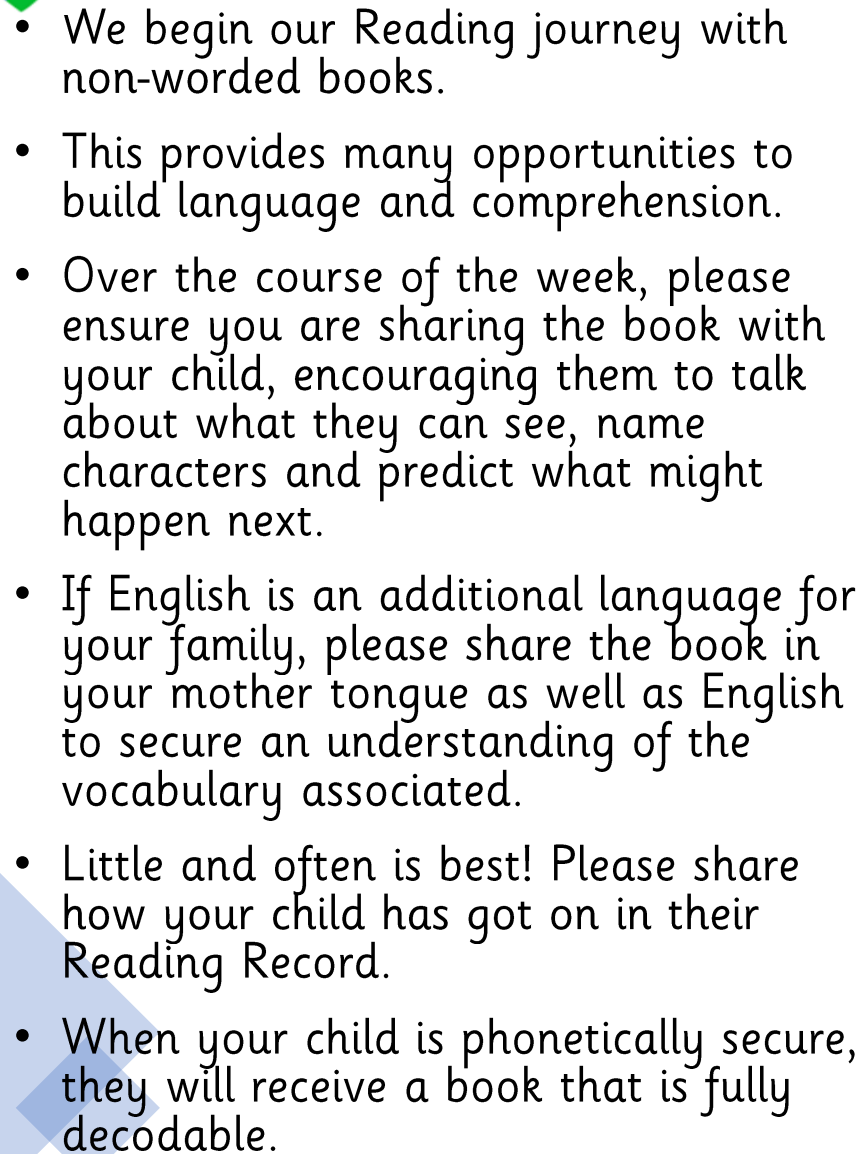
Phonics terminology

Terminology	Example/explanation
Phoneme	The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound'.
Grapheme	A grapheme is a letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down'. It is simply how we write the letter.
Digraph	A digraph is two letters which are used to represent one phoneme e.g. 'sh' 'ai' 'er'
Trigraph	A trigraph is when there are three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'. For example <u>air</u> together make the 'air' sound.
Segment	This is when we sound out the word. We identify each of the individual phonemes in a word, working all the way through from left to right. For example when reading the word dog we segment by saying d-o-g.
Blend	Once we have segmented (sounded out) the word, we put it back together. This is when we combine individual phonemes (sounds) into a whole word, working all the way through from left to right. For example when blended c-a-t becomes the word cat.
Tricky word	Words that cannot be sounded out (for example the).
CVC word	Words with three letters (consonant, vowel, consonant). For example cat .



Phonics – pronunciation of phonemes (sounds)

- Correct pronunciation is vital!
- Don't add 'uh' to the end of sounds.
- Tapestry videos.
- LW videos on the website.



Name:

S-u-n

b-ee

r-e-a-d-i-n-g

f-r-o-g

b-l-u-g

g-r-a-s-s

Reading Record
and Phonics Log

Including a Guide for the Reading Helper

The Reading Workshop

- Books are issued every Friday. Please return them on Monday's.

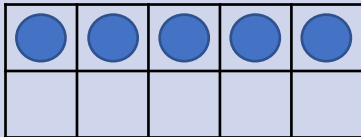
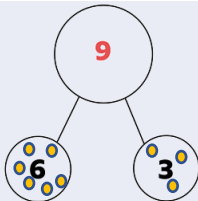
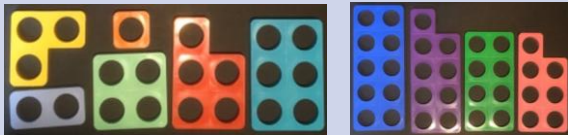
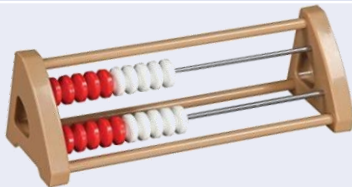


Maths

- In Reception we have daily Maths sessions.
- These will focus on counting, fluency, reasoning and problem-solving.
- We aim to support children with secure number fact knowledge.
- 5 principles of counting
 - **Stable order** (saying number names in order)
 - **One-to-one correspondence** (each object receives one count)
 - **Cardinality** (the last number spoken tells us the total amount)
 - **Abstraction** (any set of objects can be counted)
 - **Order irrelevance** (knowing the order you count objects in is irrelevant)



Maths terminology

Terminology	Example/explanation
Subitise	<i>Being able to quickly recognise small amounts e.g. dot patterns on a dice.</i>
Number bonds	<i>The different ways a number can be made through addition e.g. number bonds for 5: 0+5 1+4 2+3 3+2 4+1 5+0</i>
Tens frame	
Part-whole	
Numicon	
Rekenrek	



A typical day in Reception...



Morning session				Lunch time	Afternoon session			
<u>Carpet time</u>	<u>Carpet time</u>	Continuous Provision (independent learning).	<u>Carpet time</u>		<u>Carpet time</u>	Continuous Provision (independent learning)	<u>Carpet time</u>	Home time
Register	Phonics		Maths		Topic		Story/rhyme time	
Calendar		Snack time			PSHE	Small group work		
Visual timetable		Small group work			Music		Singing	
		(PE twice a week)			Reading/ NELI			

Phonics, Literacy and Maths are taught every day.

Children are given extended uninterrupted periods of independent learning time every day.



- Download the app!
- Activate your accounts.
- 'Wow' moments recorded and shared.
- A way of sharing learning with you.
- Fantastic way for you to share photos and videos with us.
- Home learning.



Learning Journeys

- Each child has an individual learning journal. Children are encouraged to share independent work that they are proud of.
- Parents/carers will be invited into the classroom regularly so children can share their learning journeys with you.
- During parents evening, we will share the children's books with you.



Early Learning Goals

- 17 areas assessed
- End of year assessment
- 'Emerging' or 'Expected'
- We will bring you on the journey with us. We hold a mid year curriculum meeting and an end of year/transition into KS1 meeting.



A few messages



- Check and empty your child's book bag every day.
- Please do not put water bottles in your child's book bag as these may leak and spoil the books.
- PE is on a **Monday & Friday**. Please ensure PE kits are in school.
- We aim to keep these in school until October half term.
- A weekly school newsletter will be emailed to you. We will also send home a Reception newsletter each week as well.
- You will also receive a learning mat which gives you an idea on what we will be learning the following week.
- Books are sent home **Friday**. Please return these on **Monday**.
- **Name everything** – uniform, water bottles, PE kits.



Thank you for listening!