



# Curriculum Information Reception 2023-2024



Teacher: Miss Roe  
Supported by: Mrs Berry  
Wednesday Cover: Mrs Moore & Mrs Buckroyd  
P.E Coach: Jimmy

# Important Information.

- Uniform / P.E kit expectations
- P.E Days – Tuesday and Thursday for this half term.
- Baking – This will be every couple of weeks. A small contribution of £2 would be appreciated.
- Book Changes – This will occur on a Monday and library visits on a Friday.
- Phonic sounds sent home
- Assemblies – Friday Celebration Assembly
- Drop off and collection routine.
- Spare clothes



# A day in Reception...



## Morning:

- Morning job (dough disco/writing/yoga)
- Registration and lunch choices
- English / Maths
- Provision/ focus task/challenges
- Phonics
- Story and lunchtime arrangements

## Afternoon:

- Topic input
- Learning time/ provision/challenges
- Curriculum subject P.E/ PSHE/ART
- Story time/home

Wednesdays with Mrs Moore & Mrs Buckroyd will include Science, Music and outdoor learning



# Phonics

- Little wandle scheme
- Daily sessions
- Learning Phase 2 sounds
- Oral blending
- Segmenting and blending
- Sounds to take home
- Reading books
- Tricky words
- Move onto phase 3

## Activities to support at home:

- Regular reading of school and home books
- Sound/ word hunt
- Recognising letters in the natural environment
- Making words with different resources e.g. playdough
- Make it fun!

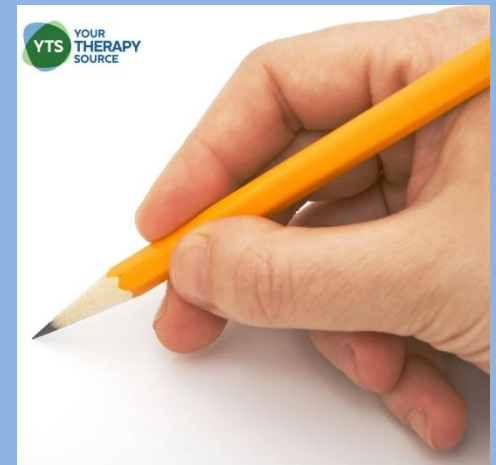


# Handwriting

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

twinkl.com

Non cursive writing used in Reception.  
Focusing on formation and pencil grip.  
Cursive handwriting introduced in  
Year 2.





# Curriculum and Age Related Expectations

## 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.



# Support given to get to ARE

- Time to talk speaking and listening group
- Extra reading practise 1-1 or in small groups
- Additional phonic support
- Fine motor skills group/ Funky Fingers
- Additional guided groups based on children's needs.

# Challenging beyond ARE



- Provision challenges- open for all children
- Targeted narrative writing
- Reading activities
- Additional spelling practise
- Speaking and Listening activities
- Further reasoning activities
- Application across the curriculum





# Assessment / Marvellous me

- Observation of children's learning.
- Individual files and Marvellous me observations capturing learning.
- Assessing against the statutory framework for Early Years.
- Parent involvement
- Bringing in work/pictures/showing off home learning.



# Home learning

- Reading- Daily either book or flashcard practice. Reading out loud focusing on blending.
- Spellings - **no tests!** Every 2 weeks I will add words your child should be blending and making using their phonics. These are to practise at home as well as school.
- Topic Talk Homework- Each term, sent to you via Marvellous Me this will give you an opportunity to talk about the upcoming topic with your child.

# Home learning

- The topic talk for this half term is:  
**Who am I and how have I changed?**
- You do not need to complete anything but may wish to share photos/ videos via email
- [Reception@hardenprimaryacademy.co.uk](mailto:Reception@hardenprimaryacademy.co.uk)



# Things you can do to support learning at home

- Curriculum letters (for ideas)
- Parents evening- **Dates TBC**
- App List - White rose, Top marks
- Daily practice of blending and sounds.
- Emails - share learning from home

# App List

White rose maths \*  
Topmarks \*  
Hairy words  
Shape up  
Mr maker lets make it  
Little digits  
Cbeebies story time  
Gruffalo games  
Teach your monster to read  
Monkey maths  
Squeebles  
Read with Biff Chip and Kipper  
Writing wizard  
Pocket phonics

Puppet palls  
Elmo 123  
Kids counting  
Maths tree  
Bugs and numbers  
Sago mini sound box  
Lets create  
Finger paint  
Puppet workshop  
Create a car  
Bee Bot

# Trips/ Visitors/ Theme Days

- Over the year we plan to enhance learning in several different ways including trips, visitors and theme/ dressing up days. These are currently provisional and where possible we try to give 4 weeks notice, for example
  - *Autumn Term - St Ives & Garden Centre*
  - *Spring Term - Forest schools & Tropical world*
  - *Summer Term - Trip on the train & Nell Bank*

# Parent Events/ Assemblies

- This is where parents are invited into school and the children to showcase their learning. It's a great chance to look in their books too!
- The Autumn term date for our class is : **TBC**
- Reception Nativity: Tuesday 12<sup>th</sup> December  
2pm & 5pm

# Contact

- Before or after school for a quick chat or to pass on information.
- Alternatively telephone the office to make an appointment or email [reception@hardenprimaryacademy.co.uk](mailto:reception@hardenprimaryacademy.co.uk)

**Thankyou! Miss Roe 😊**