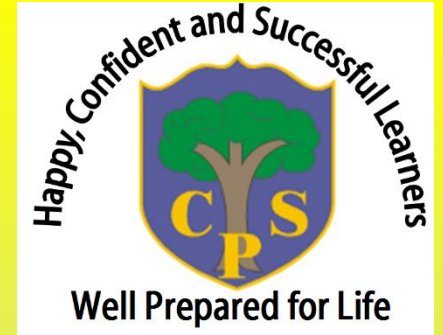


Reception Parents Curriculum Meeting 3rd October 2018



- ❖ The Early Foundation Stage Curriculum
- ❖ Characteristics of Learning
- ❖ The Early Learning Goals / Assessment in Reception
- ❖ Reading
- ❖ Writing
- ❖ Maths
- ❖ Opportunity to look at teaching resources and ask questions

The Early Years Foundation Stage



Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

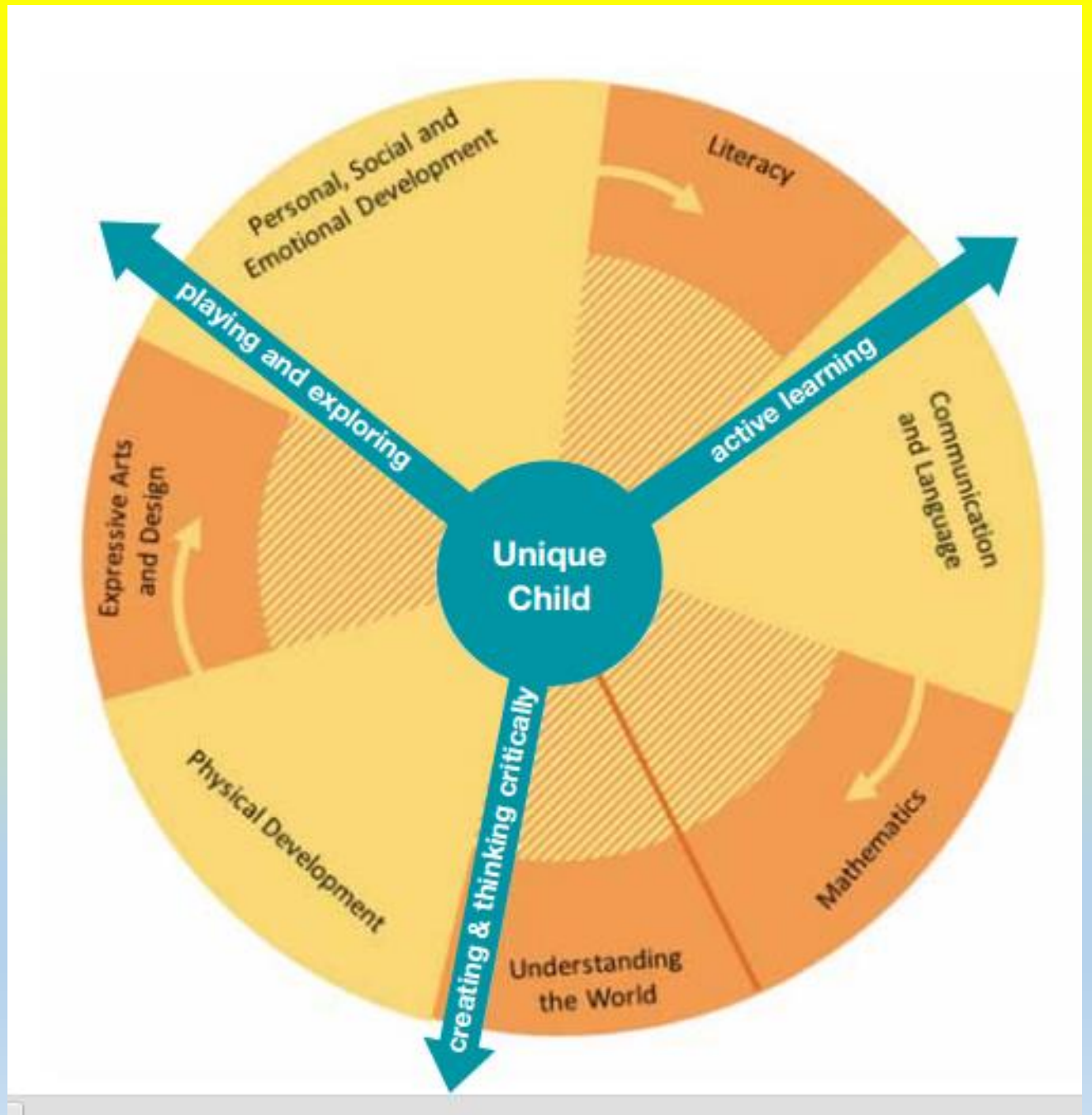
Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

Curriculum areas



Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative



Reception Early Learning Goals – A Parents' Guide

There are 17 Early Learning Goals in Reception and 7 areas of learning, which are a bit like subjects. These areas of learning are exactly the same as those in a nursery setting so we should be viewed as the final stage in your child's early learning journey. When your child finishes Reception in July you will be given a report which tells you whether or not your child has met the Early Learning Goal (ELG) in each aspect. The expectation is as follows:

Communication and Language

ELG 01 - Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Assessment

- Observations through play based, child initiated learning to make assessments.
- Nursery to Reception end of year expectations and transition.
- Recording observations for parents using our online system School Pupil Tracker Communication books / reading diaries to inform us of significant learning at home.

Phonics & Reading

Early Years Outcomes – Reading 40-60 months:

Hears and says the initial sound in words.

Begins to read words and simple sentences.

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Links sounds to letters, naming and sounding the letters of the alphabet.

Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



What is phonics?

- Phonics is how we learn to read.
- The school follows the Read Write Inc Phonics program.
- We all have a daily phonics group.

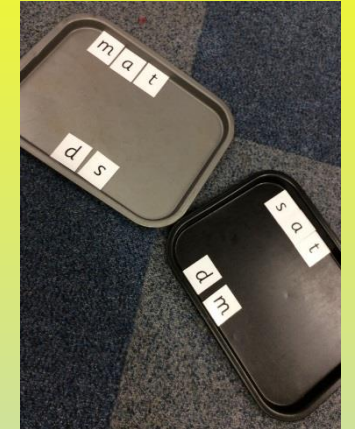
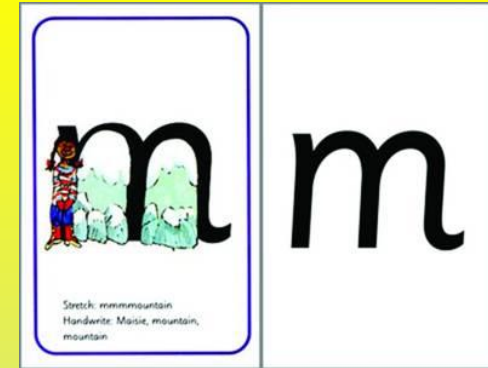


I am Fred! I only
talk in sounds 😊



A RWI lesson...

- Hear and say a new sound
- Learn to read and recognise the new letter
- Learn the writing phrase
- 'Fred talk' words containing the new sound
- Make words with the new sound (on pocket chart and using magnetic boards)
- Read green cards containing the new sound
- We say 'special friends' for two letters that make one sound e.g. 'sh'
- Write and spell words containing the new sound using 'Fred Fingers'
- Praise, praise, praise!



Set 1 Sounds

Simple Speed Sounds

f	l	m	n	r	s	v	z	sh	th	ng	nk
b	c	d	g	h	j	p	qu	t	w	x	y
ck											
a	e	i	o	u	ay	ee	igh	ow			
oo	oo	ar	or	air	ir	ou	oy				

Set 2 Sounds

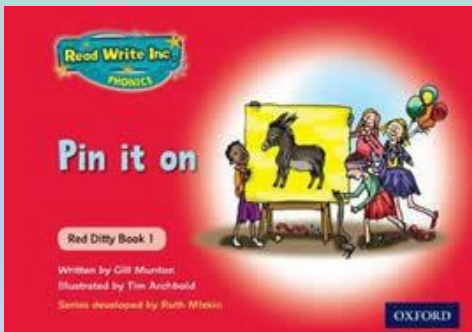
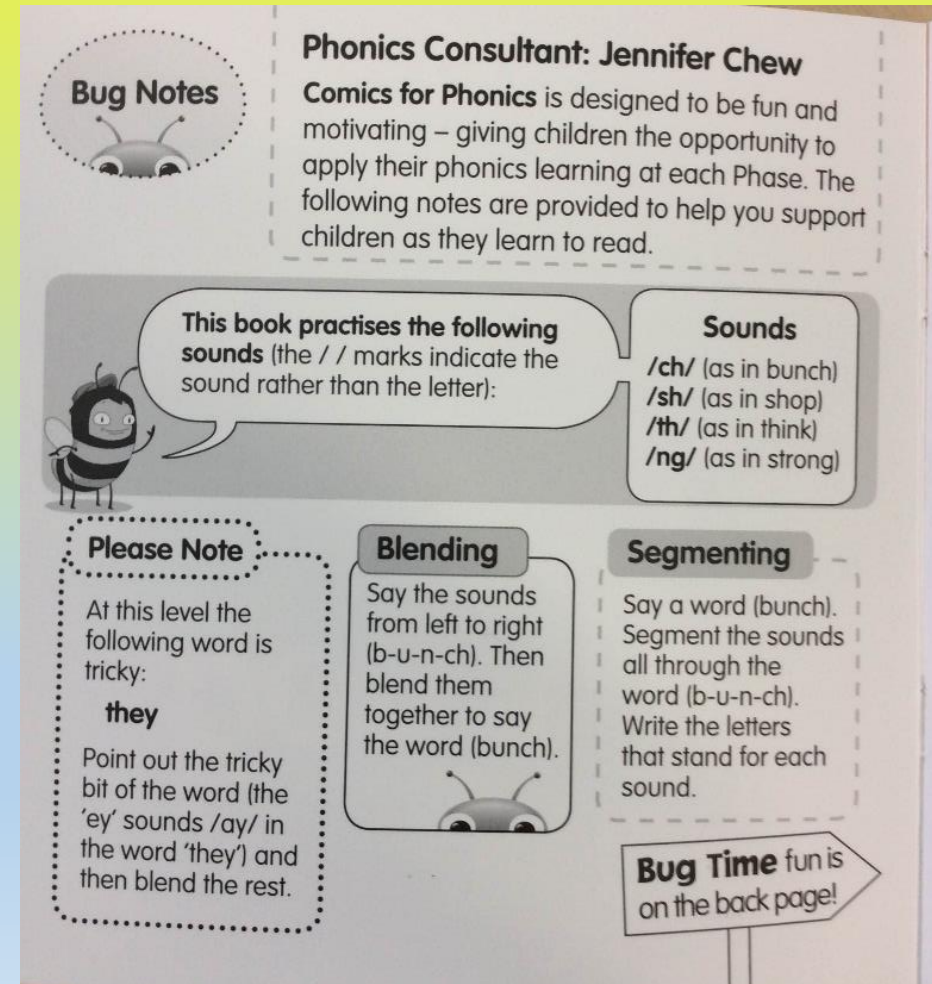
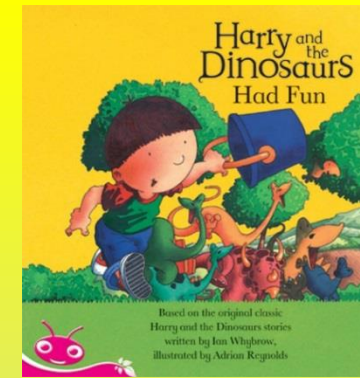
u	b	f	e
j	v	y	w

m	a	s	d
t	i	n	p
g	o	c	k
l	h	sh	r
th	z	ch	qu
x	ng	nk	

Reading at home...

Please read at home with your child as often as possible. Inside the front cover of the books are guidance and tips to enhance your reading session. We really appreciate comments in the reading record book too!

We introduce the book at school and set the scene, so the children can then read the rest of the book at home with you and find out what happens!



Guided reading at school...

Every child gets to participate in a teacher led guided reading session once a week. This is where we will discuss the book you have been reading at home (to extend their comprehension skills) and will choose a new book accordingly.



Reading doesn't just happen in a reading session – it happens everywhere!

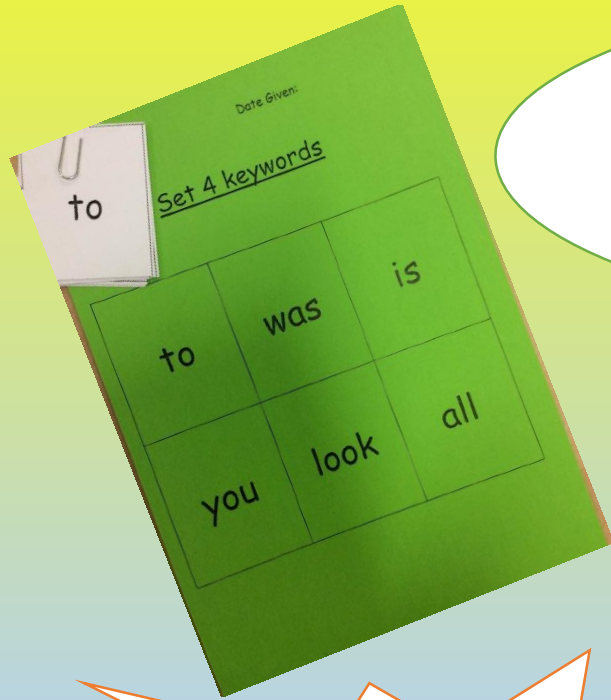
Key Words

- There are 45 high frequency words to read by sight by the end of Reception.
- We have broken these into 7 sets to learn.
- It is important that children do not hesitate or blend when reading these words – practise makes perfect 😊.
- Ensure children read these words fluently when reading in general outside of 'key word practise'.



Key Word Activities to try at home:

Use the key word cards we send home to play key word games!



Silly sentence

Slap the word

Snap

Stepping stones

Hide and seek the word.

Make sure key word practise is fun, quick and practical 😊

How to help your child at home...

1. Check communication book targets/key word targets and reading record book on a regular basis, comment and update so we can see at school.
2. Embrace the learning with your child so that they want to participate.
3. Make learning at home FUN!
4. Read other books aloud to your child.
5. Model sounding out and blending words.
6. Praise their amazing reading 😊
7. 'Fred Talk' at home e.g. "time for b-e-d"
8. Practise practise practise... makes perfect!

Useful websites & apps:

- <https://www.oxfordowl.co.uk/for-home/>
- www.ruthmiskintraining/parents.co.uk - RWI Phonics
- http://www.familylearning.org.uk/learning_to_read.html
- <http://www.phonicsplay.co.uk/>
- http://www.readingrockets.org/strategies/blending_games



Dough Disco & Fine motor control

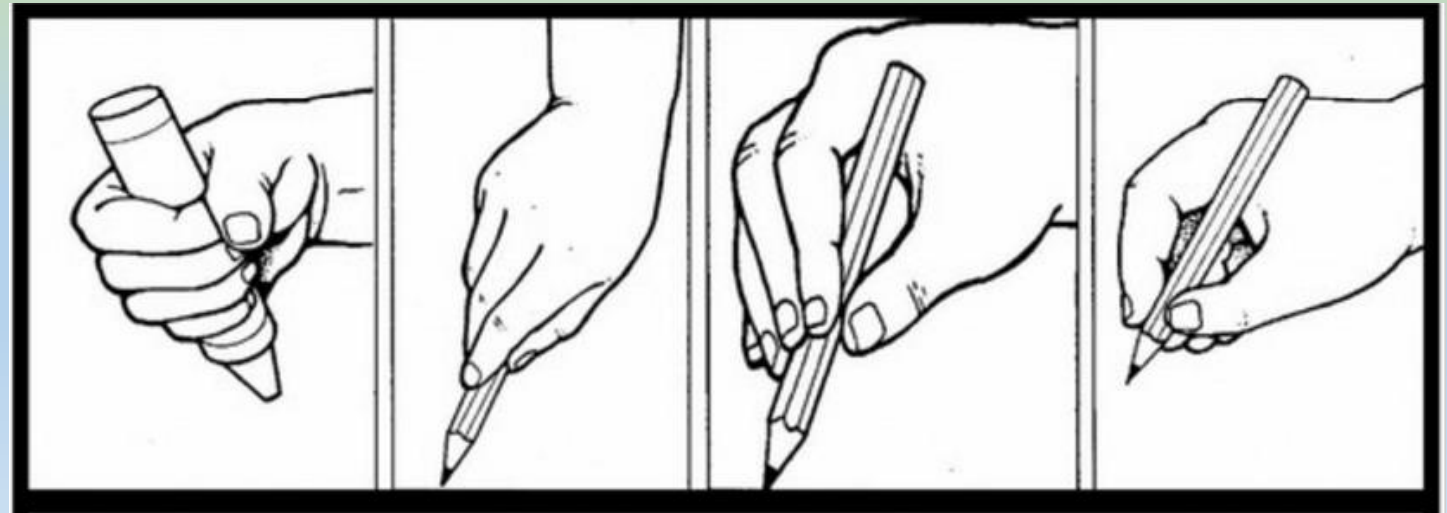
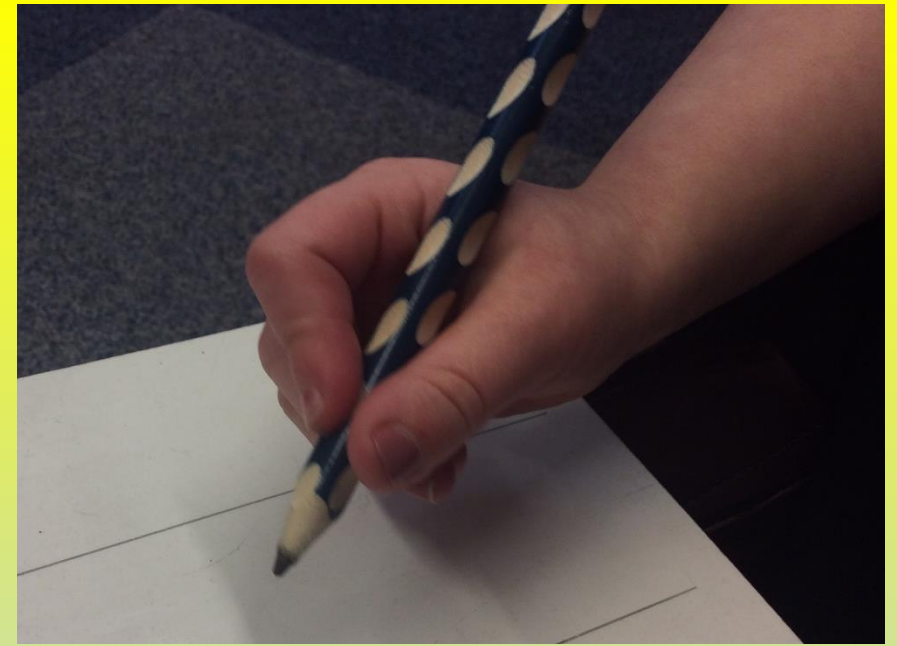
<https://www.youtube.com/watch?v=i-IfzeG1aC4>

- ❖ Warm up the children's hands
- ❖ Develops the muscles needed to hold a pencil
- ❖ Refines and improvement of pencil control
- ❖ Fun and enjoyable for all the children
- ❖ Finger gym


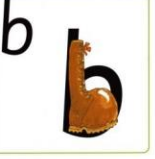
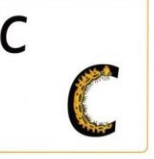
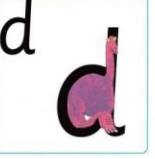


Pencil grip

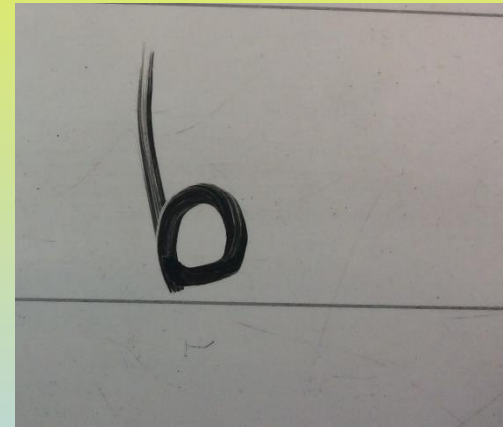
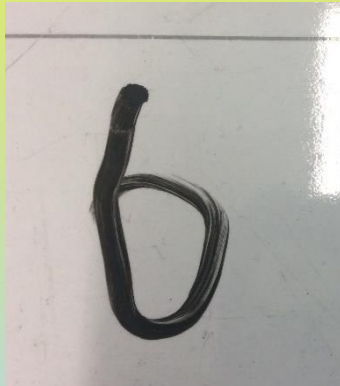
- ❖ Working towards having a tripod grip
- ❖ Everyday household items can help children to develop the muscles and pencil grip needed to write - tweezers, keys and locks



Writing and letter formation

 Around the apple and down the leaf.	 Down the laces to the heel and around the toe.	 Curl around the caterpillar.	 Around the dinosaurs bottom, up his tall neck & down to his toes.
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- ❖ Following on from the Read Write Inc phonics sessions
- ❖ Focus on formation of letter



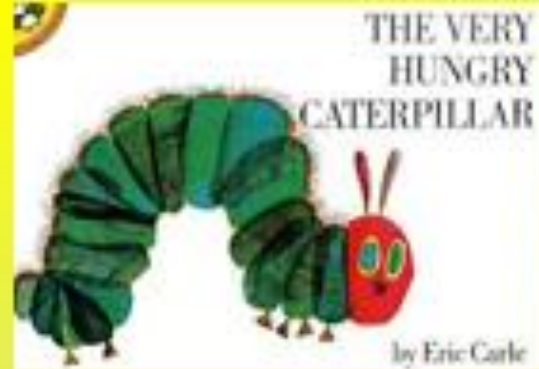
- ❖ Use the RWI sayings to help children to write each letter
(available from:

<http://www.thebellbird.cambs.sch.uk/wp-content/uploads/2014/12/Letter-formation-chart.pdf>)

What writing do we do at school?

- ❖ Writing keywords once children are able to read all keyword sets.
- ❖ Adult led activities - children apply phonics, write letters, words and sentences depending on their current level.
- ❖ When children write we use "Fred fingers", first listening to the sounds in the word and then writing these down.
- ❖ Build up from labels to captions to sentences.
- ❖ During Busy Bee times in the school day, there is always an independent writing activity out that we encourage children to complete.

T4W



- Learning to retell popular stories by heart - The Gingerbread Man, Owl babies, The Very Hungry Caterpillar
- Using actions to accompany the words.



first



next



after that



finally



once upon a time

What are we working towards?

- ❖ By the end of Reception, children should be able write words using their phonics knowledge.
- ❖ Write simple sentences they can read and others can read.
- ❖ Phonetically plausible.
- ❖ Some high frequency words spelt correctly.



What support can you do at home?



- ❖ Encourage children to draw, write, using pencils and crayons.
- ❖ Look for letters in the environment, trace them, write them in the air.
- ❖ Available apps like 'hairy letters' on android and iOS devices. - small download fee.
- ❖ "Doodle draw" app, can support letter formation, you can model with a dotted line and children go over the dots with a solid line. Free
- ❖ Other apps "letter book", "tracing letters", "letter toy" are free to download.

Maths

- Mathematics ELG 11 - Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

- ELG 12 - Shape, Space and Measures

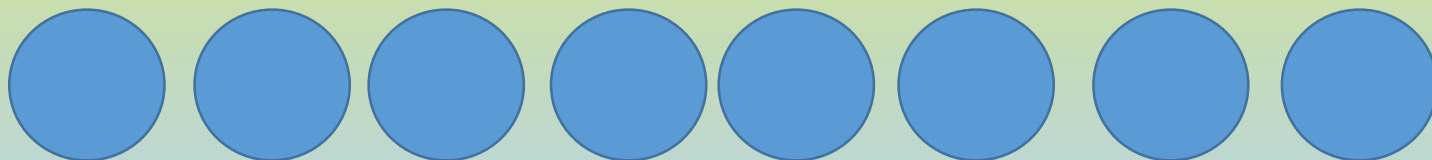
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Maths

Counting by rote 1,2,3,4,5 6,7,8,9,10

Counting objects we can move

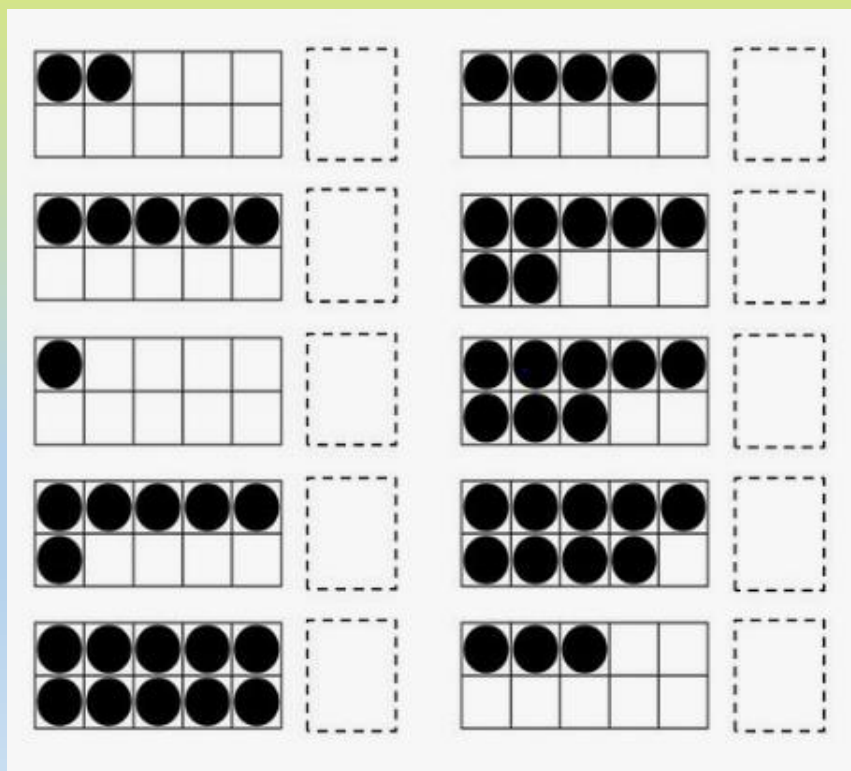
Recognising amounts



Chunking objects



10 frames



Dice / domino recognition



Numicon



NUMICON

- Children's early experiences at home have a huge impact on their later achievement in maths.
- Numicon is a multi sensory approach using apparatus to focus on imagery, action and conversation.
- Numicon is designed to give children the understanding of number ideas and number relationships that are essential for success in maths.

NUMICON IN SCHOOL



PAINTING WITH NUMICON

Using the Numicon pieces
to print with.

Finger printing patterns .



MARBLES

How many marbles can you put in each piece?

Child to take a handful of marbles, can you find the Numicon piece they will fit in exactly?



NUMICON STAIRCASE

Can you lay out the Numicon pieces in order to create a staircase?

Ask your child to cover their eyes, remove one piece, can they tell you which piece is missing?



MONEY- PENNIES

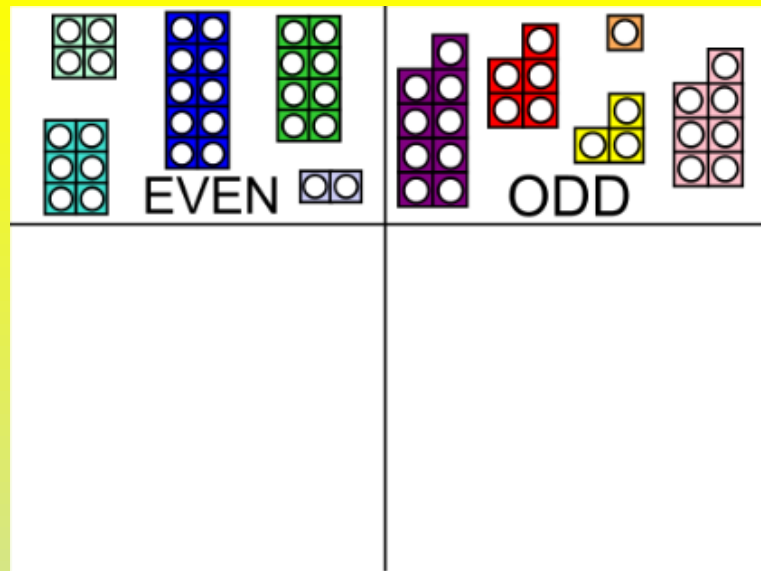
How many pennies would cover the holes of the Numicon piece?



Can you lay out your pennies in the Numicon pattern?











Numicon: Box of 80 Numicon Shapes 1 Apr 2001

by Rodney Tancom and Ruth Atkinson

Game

£33.61 ✓prime

Get it by **Tomorrow, Oct 5**

Eligible for FREE UK Delivery

More buying choices

£31.93 (21 used & new offers)

★★★★★ ▾ 123

10% Bulk Discount See Details



Numicon: Bag of Numicon Shapes 1-10

by Oxford University Press

£7.65

More buying choices

£4.84 (17 used & new offers)

★★★★★ ▾ 69



Numicon: Homework Activities Intervention Resource - 'Maths Bag' of resources per pupil 1 Apr 2001

by Oxford University Press

Misc. Supplies

£21.99 ✓prime

Get it by **Tomorrow, Oct 5**

Eligible for FREE UK Delivery

More buying choices

£21.61 (16 used & new offers)

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Unbound

£25.86 (8 used & new offers)



Numicon: Table-top Number Lines 1 Apr 2001

by Oxford University Press

Poster

£3.10 ✓prime

Eligible for FREE UK Delivery

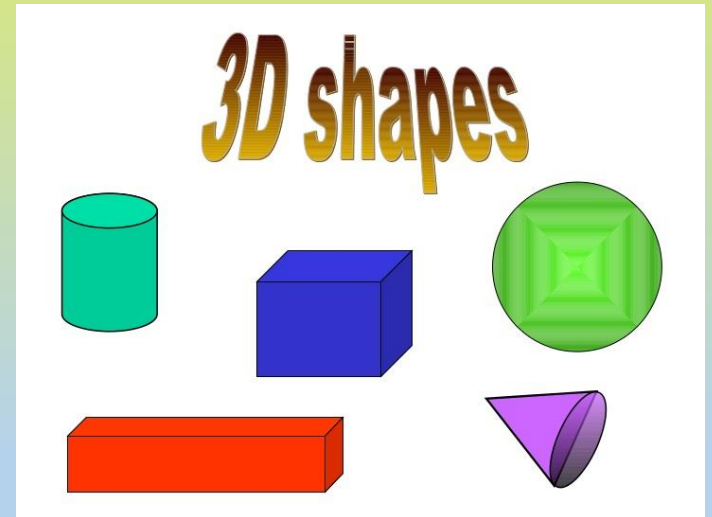
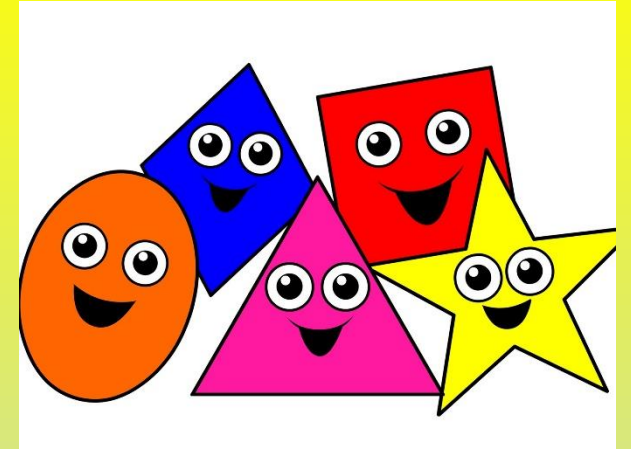
Only 11 left in stock - order soon.

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★★★★☆ ▾ 25

Shape, Space and Measures



Mathletics



Apps for maths

Numberjacks / Hickory Dickory Dock /
writing numbers / writing magic numbers /
ordering numbers /



Thank you for coming.

Teachers will now be able to show you
the resources we have spoken about.