

Reception Curriculum Evening

Parkfield Primary School

'Felicitas Per Ardua' – Success and Happiness through Hard Work



Welcome back!

- ▶ We hope you have all enjoyed your first few days of our new school year! :D

Our Curriculum evening...

- ▶ To welcome you back to Parkfield and get to know our team.
- ▶ To give you an overview of the Early Years Foundation Stage (EYFS) and our curriculum.
- ▶ To find out how the school day is organised.
- ▶ To understand how you can support your child at home

Our Reception Team...

Robin Class

Mrs Bamford (teacher)

Mrs Tudgey (temporary LSA)



Wren Class

Mrs Clarke (teacher)

Ms Graves (temporary LSA)



Other Staff –

Mrs Hope (Music), Mrs Ferguson (French) Mrs Waugh (PE)

What is the Early Years Foundation Stage (EYFS)?

- ▶ The EYFS is the stage of education for children from birth to the end of the Reception year.
- ▶ It is based on the recognition that children learn best through play and active learning.
- ▶ Four guiding principles shape practice in early years settings:
 - ▶ **A unique Child**- Every child is a unique child, who is constantly learning and can be resilient capable, confident, and self-assured.
 - ▶ **Positive Relationships**- Children learn to be strong and independent through positive relationships.
 - ▶ **Enabling Environments**- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
 - ▶ **Learning and Developing**- Children develop and learn at different rates.

Areas of Learning...

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Early Learning Goals...

The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs). We will make a best-fit judgement against the 17 ELGs.

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. <p>Speaking</p> <ul style="list-style-type: none"> 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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> 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.
		<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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. <p>Word Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> 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.

What do the first few weeks of school look like?

- ▶ The first few weeks of school look different to our 'regular' timetable.
- ▶ Children unpack their bags, go straight into continuous provision
- ▶ Register
- ▶ Share a story or model a short activity
- ▶ Independent learning in the continuous provision so that each adult can get involved, interact and get to know the children.
- ▶ Circle times- getting to know you games
- ▶ During these first few weeks we support the children to learn where everything is, how the school day works, how we transition between different parts of the day and help them to settle in, make friendships and feel confident and safe in their new environment and learn routines.



Reception Baseline Assessment...

- ▶ The Reception Baseline Assessment (RBA) is a short, practical assessment of early literacy, communication, language, and mathematics skills for children starting reception class in England.
- ▶ Administered within the first six weeks of school, the RBA is not a pass/fail test but a way to establish a starting point to measure a school's success in supporting pupils' progress by the time they reach year 6.
- ▶ The data is confidential and used to create school-level progress measures, with teachers receiving narrative feedback about the child's performance to help inform their teaching.
- ▶ We also carry out our own baseline assessments to support us to identify where each child is within their learning and development and inform our planning. Assessments are carried out when we feel each child is ready- feeling confident and happy within the school environment.



Language Screening...

- ▶ The NELI LanguageScreen is a digital screening tool used within the Nuffield Early Language Intervention (NELI) program to **assess young children's oral language skills**, identifying those who need additional support.
- ▶ It is a tablet-based assessment that takes less than ten minutes per child and screens for **expressive vocabulary, listening comprehension, receptive vocabulary, and sentence repetition**.
- ▶ Children identified as needing support are then provided with the 20-week NELI intervention, which involves storybook reading and language activities.
- ▶ When the assessments are complete we will speak to you at parents evening if we think your child would benefit from participating in NELI.



Language Screening...

NELI

- ▶ NELI is a targeted intervention, delivered to children who show weakness in their oral language skills at school entry. The programme improves children's oral language skills and supports literacy development.
- ▶ It improves children's vocabulary, develops their narrative (storytelling) skills, encourages active listening and builds confidence in independent speaking.

NELI Whole Class

- ▶ NELI Whole Class is a language enrichment programme for the whole class, designed to complement the targeted NELI Intervention programme for 4-7 year olds.
- ▶ Provides a consistent set of evidence-based vocabulary and narrative activities that all children participate in, extending the benefits of NELI beyond the intervention group and enhancing language skills for everyone in the classroom.

Reception Timetable...

8.50am School starts- Unpack and settle at their table with a morning starter activity (name writing, tricky word writing etc)

9.00am- Register

9.05am Dough Disco/Funky Fingers

9.15am Phonics

9.45am- Movement Break

10.00am- Snack/Milk

10.15am- Expressive Art and Design, Literacy or Understanding the World session.

10.30am- Independent learning in the continuous provision

12pm- Tidy up

12.20pm- Maths

12.40- Wash hands/story

1.10pm- Lunch

1.45pm- Register (story/mindfulness)

1.50pm- NELI whole class

2.10pm- Independent Learning in the continuous provision

3.00- Pack bags

3.15pm- Circle time (PSED focus)

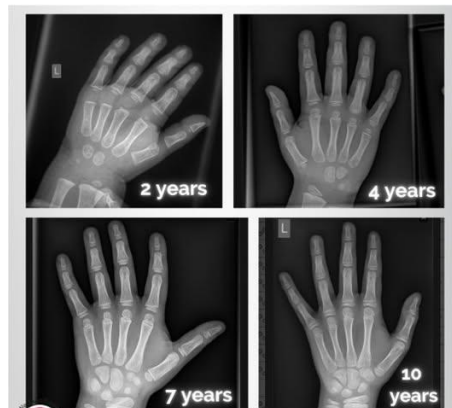
3.30pm- Home Time

Dough Disco/Funky Fingers...

Dough Disco is a fun, music-led activity that uses play dough to help children (and others) develop fine motor skills by molding and squeezing the dough in time to music, which strengthens hand muscles needed for tasks like handwriting.

Funky Fingers refers to engaging, play-based activities designed to strengthen children's hands, fingers, and wrists, improving their fine motor skills and hand-eye coordination. These activities, such as building with blocks, threading beads, using tongs, or playing with Play-Doh, help develop the muscle control needed for tasks like writing and dressing.

Friday- Gross motor sessions- throwing, kicking, climbing, jumping etc.

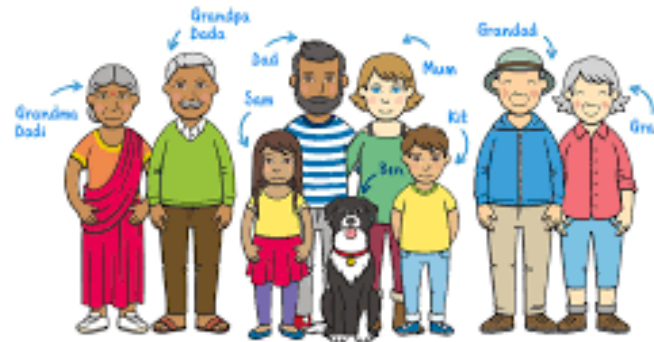


Phonics...

Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.

We follow the Twinkl Phonics programme.

All children from Reception to Year 2 take part in a 30-minute phonics lesson at the beginning of the day.



Literacy...

We follow Talk 4 Writing. We learn to orally retell key stories to develop our narrative skills. We focus on 5 key words to widen our vocabulary. We take part in book talk to develop a passion for reading. And we take part in a range of writing activities linked to each text.

Understanding the World...

We take part in one Understanding the World session each week which often act as our main drivers for learning. We may look at different festivals and celebrations such as Diwali, Yom Kippur, birthdays and Christmas. We may also look as more Science bases learning such as seasons, plants and animals. Alternatively, we may look at past and present in these sessions such as toys then and now or seaiside then and now.

Expressive Art and Design...

We take part in one Expressive Art and Design session each week where we model different creative skills such as drawing, painting, collaging, sculpting, joining, folding etc to support children to develop their artistic skills.

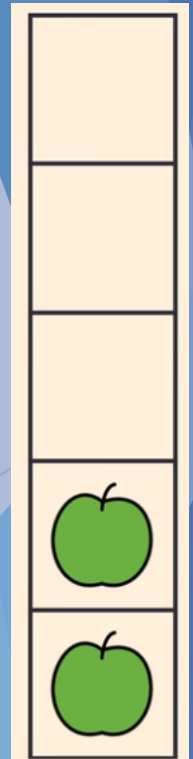
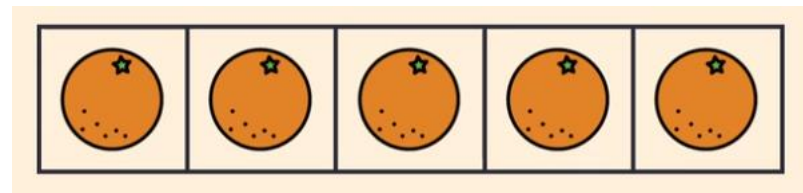
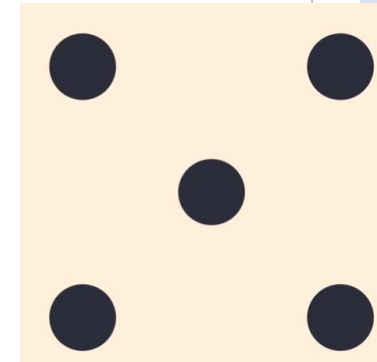
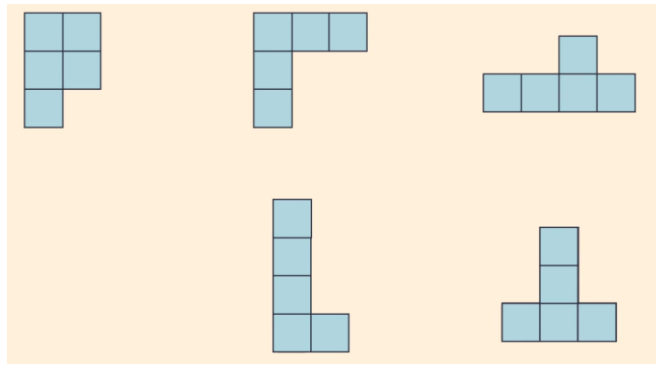
Maths...

We follow the 'Early Years Number Sense' programme.

During the reception year we develop a deep understanding of ten- depth not breadth.

We develop visuospatial skills. The programme materials expose the different ways that small quantities can be arranged and manipulated, and teach children to see quantities within quantities. The programme supports children to develop their own visual images of quantities to ten.

Develops rich mathematical talk.



Continuous Provision/Enhanced Provision...

During the day children will take part in adult-led and child-led learning.

Adults will invite the children to take part in small group learning activities linked to whole class inputs that are directed by the adult. Sometimes this may be an activity in a Literacy or Maths book but equally we may be leading a practical activity and will take photos to share on tapestry.

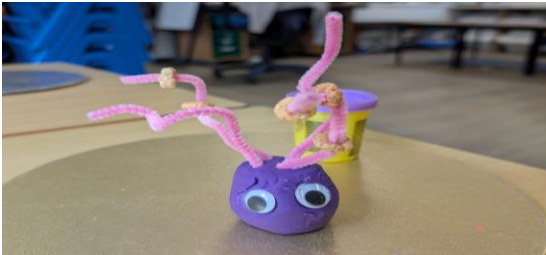
Children will also take part in child-led learning in the continuous provision. Here the children get to choose how they want to learn through their play by interacting with the continuous provision.

Continuous provision involves providing well-thought-out, carefully selected physical resources and learning environments that children can access independently and consistently to foster their own exploration, play, and learning.

Each area has been carefully planned to consider how we can support children to develop in each of the seven areas of learning.

Enhanced provision involves adding extra, targeted resources and activities to a learning environment to extend a child's learning or address specific needs, building on the existing continuous provision.

Adults join the children in their play and sensitively interact with them to support and lead their learning forward.



Reading Books...

- ▶ Every day your child will bring home a reading folder containing a reading book, reading diary, Tricky Words and a Reading at Home guide.
- ▶ To begin with we will send home picture books- please look at the pictures and encourage your child to discuss the pictures and what is happening.
- ▶ After we begin level 2 phonics where we learn sound and letter correspondence, the children will be sent home with books that relate to their phonics level.
- ▶ The books we send home must match their phonics level at school but please feel free to widen their reading with other books at home if you feel they would enjoy other books/challenge alongside their phonics books.
- ▶ Please make notes in the diary when you have heard your child read- e.g. Joe enjoyed reading, he sounded out the words confidently, he found the tricky word 'the' difficult today. Page 4 next'.
- ▶ We encourage you to hear your child read for 5 minutes every day- This doesn't always have to be the reading book- recipes, subtitles, signs on a walk, comic books etc.

Reading Books...

- ▶ We encourage your child to read their book 3 times
 - ▶ Once to decode the words
 - ▶ Once for fluency
 - ▶ Once for comprehension- being able to talk about what they have read and answer simple questions.
- ▶ There will be two boxes outside the classrooms.
- ▶ If you need your book changed- please put it in the book swap box (after reading the book 3 times)
- ▶ If it doesn't need changing, please put it in the reading box.
- ▶ We aim to read with every child in the class at least once per week and will leave feedback in their reading diary.

What can you do to help your child's learning when they begin school?

- ▶ Encourage children to talk, back and forth conversations, turn-taking for talk, listening skills.
- ▶ Stem sentences- Please can you help, Stop, I don't like that, Can I play with you/join in.
- ▶ Role play
- ▶ Sharing books, talking about the pictures
- ▶ Promote the love of reading- highlight reading in the everyday world, bedtime/fun story time.
- ▶ Ongoing-encourage mark making, drawing, shopping lists, recipes etc
- ▶ Practise counting at any time-climbing the stairs, shopping etc.
- ▶ Play simple board games- maths and turn taking
- ▶ Sing number rhymes and songs together
- ▶ Support any homework that comes home, sounds/handwriting and number work – Homework menu half termly
- ▶ Independence and Self-care
- ▶ Tapestry/Wow cards
- ▶ Walks- talk about what you can see, feel, hear, smell, taste/community and wider world
- ▶ Photos and family- past and present.

What does my child need to bring to school?

Daily:

Reading folder- reading book/reading diary

Water bottle

Snack (optional)

Lunch box (optional)

Wellies (optional but really great for the wet weather seasons e.g. everyday in England)

Coat (optional- weather dependent)

Monday:

Homework

Wear PE kit

Homework:

- ▶ Daily reading- five minutes per day.
- ▶ Phonics- linked to their phonics focus sounds, writing the sounds and practising words/number focus. Homework is given out on a Tuesday and is handed in the following Monday.
- ▶ Homework Menu
 - ▶ The Homework Menu is designed to give children the opportunity to show their talents in other areas of the curriculum, as well as reading, writing and maths.
 - ▶ Making sure children are safe is our top priority at school, so we do include an online safety task too.
 - ▶ In addition to the above we also include a school value, activity passport and Rights Respecting School task.
 - ▶ Please try and complete a minimum of two tasks.



Make a snake's head with your hands and wiggle your body like a snake!

1. Form the letter.



Curl around and around the snake's body.



Start with a c at the top before you turn around. Then, curl back the other way, slithering along the ground.

s _____
 s _____
 S _____
 S _____

2. Find the letter.

Read and circle each s you can see. Remember to look out for the capital letters too.

S t s a p S a t s s a S s

3. Write the letter.

Complete the words by writing the s. Can you say the word?

__un __ock __ad __tar

New Beginnings Homework Menu		
Autumn Term 1		
Please complete a minimum of two tasks and bring your learning into school or send photographs of your learning via tapestry or the class email by Monday 20 th October. robin@parkfieldschool.co.uk wren@parkfieldschool.co.uk		
<p>Communication and Language: When you get home, sit quietly and listen carefully to see what you can hear. Draw pictures of some of the things you could hear in your house or garden.</p>	<p>PSED: Draw a picture that shows all the people who are special to you.</p>	<p>Gross Motor Skills: Practise your throwing and catching skills at home with your family or friends.</p>
<p>Art: We will be learning about Pablo Picasso's self-portraits. Draw or paint your own self-portrait.</p>	<p>Maths: Use some paint to make handprints of everyone's hands in your family and then cut out the handprints. Can you put them in order of size from the smallest handprint to the largest handprint?</p>	<p>Online Safety: Write a list of who you can ask before you go on the computer.</p>
<p>Activity passport: Go on an Autumn walk or choose an activity that you have not completed from the Activity Passport (attached to this homework menu and on the school website on our class page).</p>	<p>School Value: Our school value this term is resilience. Think about what resilience means and discuss it with an adult. Draw a picture of a time when you have been resilient.</p>	<p>Rights Respecting Schools: Article 31- You have the right to play and relax. Draw a picture of your favourite thing to play.</p>

Rights Respecting School:

- ▶ We are a Rights Respecting School and have gained the Gold Award. Children's voice is important to us and for them to understand that they have rights and to respect.
- ▶ There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.
- ▶ The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.
- ▶ Children are healthier and happier
- ▶ Children feel safe
- ▶ Children have better relationships
- ▶ Children become active and involved in school life and the wider world



Other Matters...

- ▶ Please let us know if someone different is collecting your child- on the door or via email.

Medical:

- ▶ Any sickness, diarrhoea, must be followed by at least 48 hours absence.
- ▶ Head lice can be common. Please check regularly and treat as recommended.
- ▶ Any absence requires a telephone call to the school office by 8.30am.
- ▶ Any prescribed medication can only be administered by prior arrangement with the school office. Forms must be filled out and sent to the office, the office staff will then pass on any information and medication to the class teacher.

Thank you!! 😊

We look forward to a happy partnership with you all during your child's first year at school and beyond!

If you have any questions, please do speak to us or send an email.

Alternatively, you can also find out information via the school office and school website.

- ▶ www.parkfieldschool.co.uk



PARKFIELD SCHOOL
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A Guide to Phonics



PARKFIELD SCHOOL
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A Guide to Supporting Reading at Home



PARKFIELD SCHOOL
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A Guide to Reading



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A Guide to Writing



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A Guide to Spelling

Useful websites:

Parkfield Website Class Page: <https://www.parkfieldschool.co.uk/children/year-group-pages/reception>

Numberblocks: <https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks>

Alphablocks: <https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks>

Colourblocks: <https://www.bbc.co.uk/iplayer/episodes/m001c1gg/colourblocks>

Numbots: <https://numbots.com/>

App: 1 Minute Maths

Phonics Play: <https://www.phonicsplay.co.uk/resources>

Dates for your diary...

Phonics Meeting:

Wednesday 1st October Phonics Session for Parents / Carers (3pm – 3.30pm)

Thursday 2nd October Phonics Session for Parents / Carers (3pm – 3.30pm)

Harvest Festival Family Learning Workshop:

Thursday 9th October Reception – Harvest Festival Family Learning (2.45pm – 3.30pm)

Parents Evening:

Tuesday 21st October Parents Evening (3.50pm – 6.50pm)

Wed 22nd Parents Evening (3.50pm – 6.50pm)