

Welcome to EPS
Foundation Curriculum Information
session

The Autumn Term in Reception

Aims

- The children are happy to come to school and are forming positive relationships with peers and adults.
- They are learning through play.
- They have adapted well to school routines.
- They are developing a love of learning.
- Beginning to regulate their emotions.
- They are learning to show some independence.



A day in Reception

- Children arrive, wash hands and organise their things
- Morning welcome and song
- Whole class wellbeing check
- Daily Maths Moment
- One to one reading with an adult
- Indoor and outdoor learning
- Snack which can be accessed throughout the day
- Daily phonics
- Playtime
- Maths focus
- Focused learning with an adult
- Indoor and outdoor learning
- Lunch
- Big book/Literacy/Science/Creative focus
- Focused learning with an adult
- Indoor and outdoor learning
- Playtime
- Story time
- Home time



Play and Continuous Provision

- Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experience that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. We refer to this as our continuous provision. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own.
- They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that at times adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.



Foundation Stage Curriculum

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

The prime areas of learning

- Communication and Language – Listening Attention and Understanding and Speaking
- Physical Development – Gross Motor and Fine Motor
- Personal, Social and Emotional Development – Self Regulation, Managing Self and Building Relationships

The specific areas of learning

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society.

- Literacy – Comprehension, Word Reading and Writing
- Mathematics – Numbers and Numerical Patterns
- Understanding the World – Past and Present, People, Culture and Communities, The Natural World
- Expressive Arts and Design – Creating with Materials and Being Imaginative and Expressive

Personal, Social & Emotional Development

- The children are encouraged to build their skills around self regulation, managing themselves and building relationships.
- This includes forming positive relationships with peers and adults, playing co-operatively, sharing resources and resolving conflict, taking into account each others ideas.
- Children are encouraged to talk about their feelings and consider how other people are feeling.
- Children will begin to be more confident to try new activities and show independence, resilience and perseverance.



Communication & Language

- Communication and Language includes developing speaking, listening and understanding skills.
- Children are exposed to new vocabulary and are encouraged to use it in context.
- We spend lots of time reading and retelling stories, talking about characters and story settings.
- Children are encouraged to talk and listen to their peers and adults, contribute during whole class discussions and ask and answer questions.



Physical Development

- **Gross Motor Development:** Opportunities to develop overall body strength, balance, co-ordination and agility. Activities include our weekly PE session, moving freely in our outdoor area, negotiating space and moving safely using our large outdoor play equipment.
- **Fine Motor Development:** Opportunities to use a variety of small tools including hole punches, scissors and tweezers. By the end of the year children are expected to be able to hold a pencil effectively for writing.
- **Health and Well being:** Regular discussions about our well being and how to stay healthy as well as focusing on personal hygiene and skills for being independent.



Understanding the World

- Understanding the World includes learning about the natural world, people, culture and communities and the past and present.
- Activities include discussing similarities and differences between environments, ourselves and others.
- Observing growth and change such as watching the metamorphosis of caterpillars.
- Learning about different traditions and celebrations.
- Developing geographical skills in relation to our local environment.
- Discussing similarities and differences between things now and in the past.



Expressive Arts and Design

- This area of the curriculum includes art, design, music, dance and imaginative play.
- Children have access to a variety of materials and tools to explore different techniques, designs, form and function.
- Children are encouraged to develop and refine their creations.
- They are encouraged to engage in imaginative play and recreate representations of their experiences.
- Children learn a variety of songs and rhymes, listen to different genres of music, explore a range of musical instruments and express themselves through movement and dance.

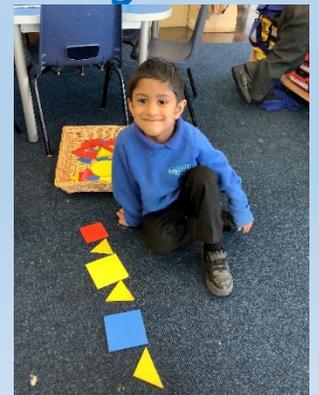




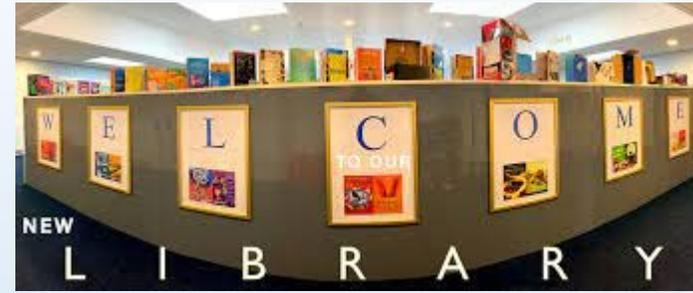
Mathematics



- During the year children explore a range of mathematical concepts focusing primarily on numbers to 10.
- Activities include subitising, recalling number bonds to 10, doubling and comparing quantities in different contexts.
- The children will also experience opportunities to explore concepts such as shape, pattern and measures.
- The curriculum supports children to develop a deeper understanding of maths by focusing on language, thinking, reasoning skills, problem solving and number.



Literacy



The Literacy curriculum includes both reading and writing.

Examples of some of the things the children are expected to do during their reception year.

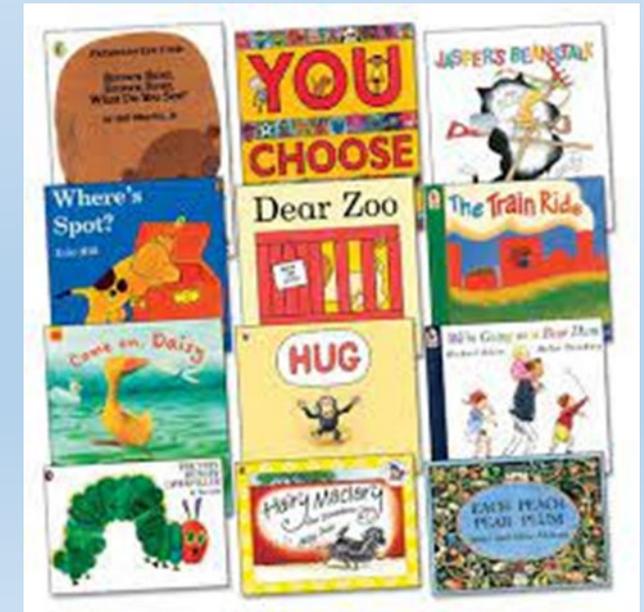
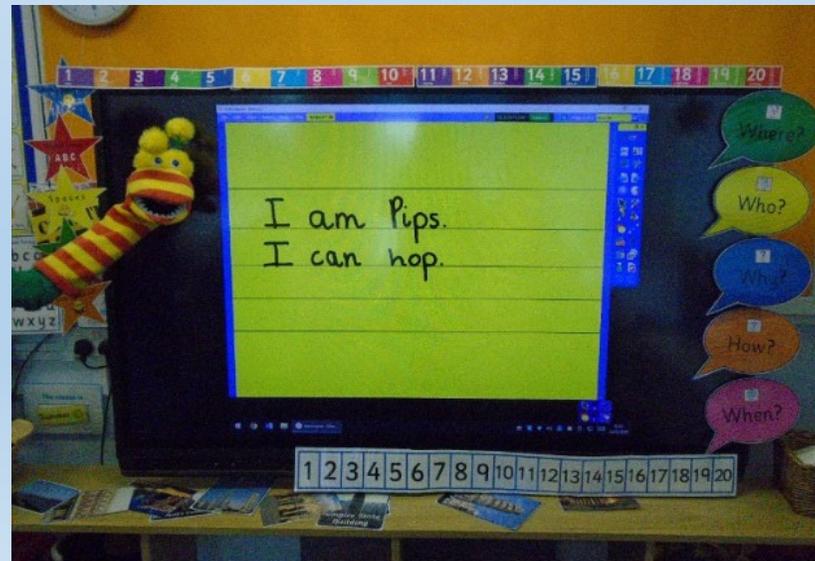
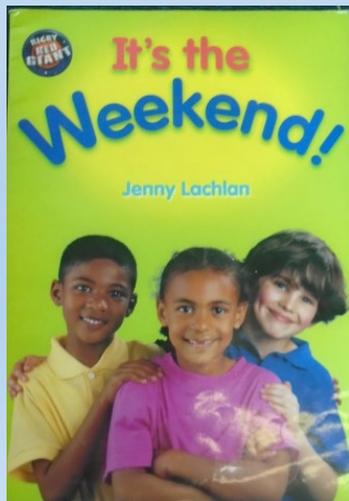
- Writing: Write their name independently, produce recognisable letters, begin to spell some simple words and write some short sentences.
- Reading includes both comprehension and word reading skills. Children are expected to demonstrate their understanding of stories, anticipate key events and begin to use and understand new vocabulary.
- Word reading: The children are expected to recognise and say the sounds in the alphabet, to blend sounds to read words and to read simple sentences.



Literacy

Weekly overview

- Reading: Daily phonics, individual reading, shared reading, story time, accessing the reading corner, reading in our outdoor reading shed.
- Writing: Shared writing, guided writing, phonics, independent writing, handwriting, writing within the continuous provision.

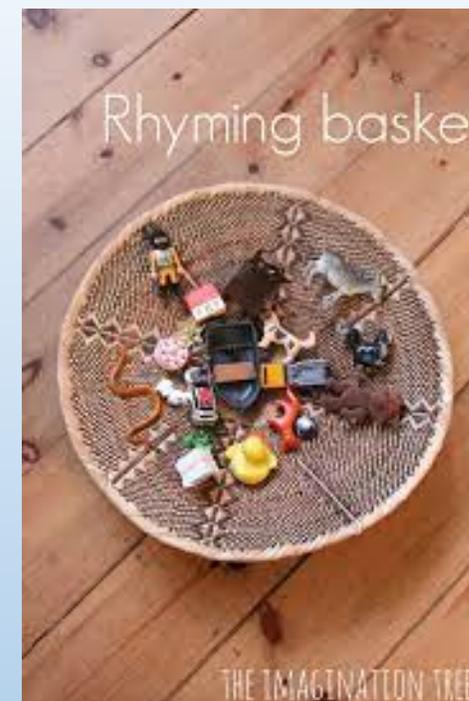


Phonics and Reading

Our systematic phonics programme is Letters and Sounds

Phase 1

- Developing speaking & listening skills
- General sound discrimination
- Rhythm & Rhyme
- Alliteration
- Oral blending & segmenting

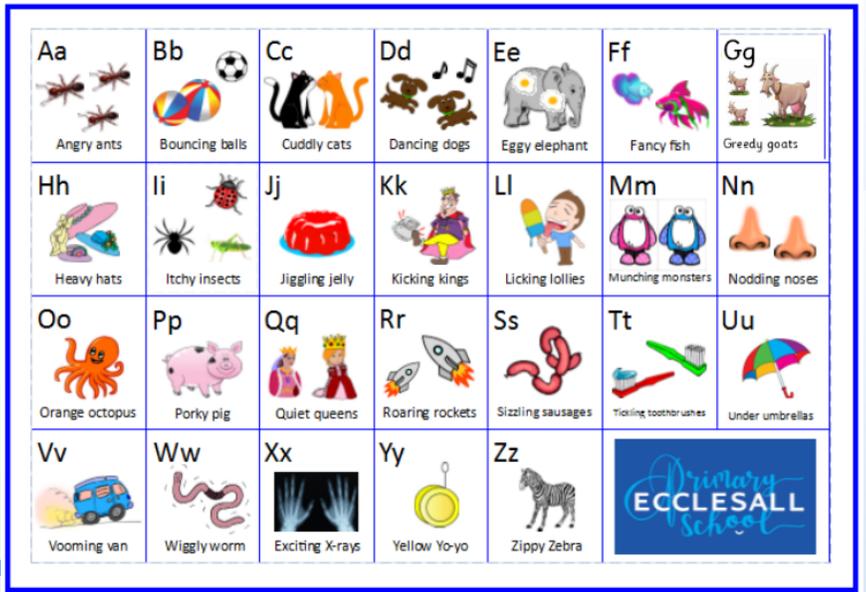




Phonics and Reading

Phase 2

- Continue to orally blend & segment
- Hear, say & recognise 19 letters of the alphabet, e.g. s,
- To use letters for blending for reading & segmenting for spelling. Words such as is, it, in, at
- Begin recognising tricky words such as: the, to ,no , go , into, I



Phonics: Phase 3



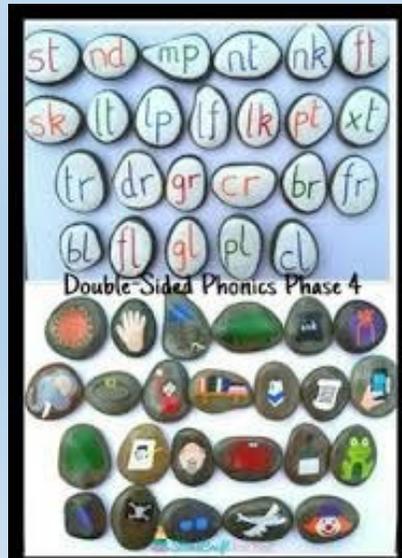
- Hear, say & recognise the remaining letters of the alphabet-j/v/w/x/y/z
- Continue blending & segmenting words such as that, this, now
- Introduce consonant & vowel digraphs such as sh/ch/th & ee/oo/ai and trigraphs e.g igh, air
- Introduce letter names
- Continue to read & spell tricky words such as he, she, we, be



j 	v 	w 	x 	y 	z 	zz 	qu
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear
air 	ure 	er 	Can you find 'er'?				

Phase 4

- Continue to read & spell more challenging decodable words such as went, from, just
- Blend & segment words with adjacent consonants such as cl, fr, sw
- Continue to read & spell tricky words some, one, out
- Write each letter correctly



Ecclesall Primary School
My Phase 4 Sound Mat

st nest	nd hand	mp lamp	nt tent	nk ink	ft gift	sk tusk	lt belt
lp help	lf shelf	lk milk	pt script	xt text	tr tree	dr drink	gr grandpa
cr crab	br brush	fr frog	bl black	fl flag	gl glasses	pl plum	cl clown
sl sleep	sp spoon	st starfish	tw twins	sm smell	pr printer	sc scarf	sk skunk
sn sniff	nch bench	scr screen	shr shrimp	thr thread	str string		

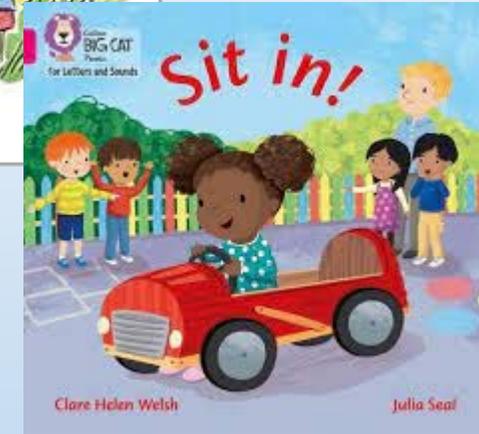
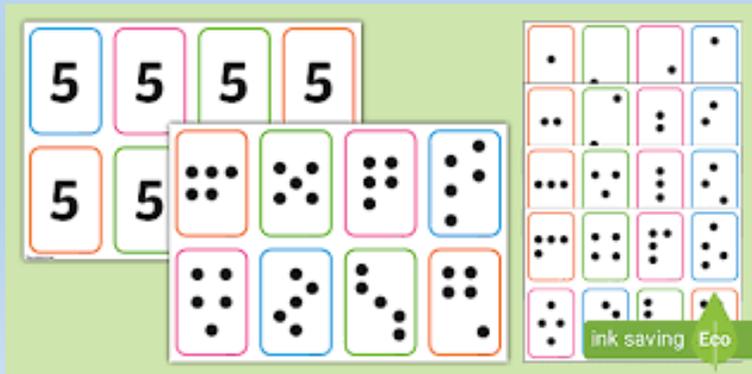


Glossary

A <i>phoneme</i> is the smallest unit of sound in a word.			
C-u-p	c-a-t	d-o-g	
<i>Grapheme</i> : Letter(s) representing a phoneme			
	t	ai	igh
<i>Blending</i> : Recognising the letter sounds in a written word, for example c-u-p, and merging them in the order in which they are written to pronounce the word 'cup'.			
<i>Segmenting</i> : Identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'.			
<i>Digraph</i>			
Two letters, which make one sound			
A consonant digraph contains two consonants			
	sh	ck	th ll
A vowel digraph contains at least one vowel			
	ai	ee	ar oy
<i>Trigraph</i>			
Three letters, which make one sound		igh	dge
<i>Split digraph</i>			
A digraph in which the two letters are not adjacent (e.g. make).			
C consonant <u>phoneme</u>			
V vowel <u>phoneme</u>			
C consonant <u>phoneme</u>			
The majority of high frequency words are phonically regular.			
Some exceptions – for example <i>the</i> and <i>was</i> – are directly taught and called 'tricky words'			

How can you help at home?

- Share school reading books with your children.
- Practise the sounds/words on their zapper.
- Help your child to orally blend and segment.
- Help your child to blend the sounds in words.
- Share a bedtime story.
- Practise singing nursery rhymes.
- Play subitising dice or card games.
- Talk to your child about special events you have shared together using some of the vocabulary on our knowledge organiser.



a	an
as	at