
Reception
Curriculum Meeting

The Team

RP

Miss Harmer (Mon, Tue, Thur, Fri)

Mrs Daggitt (Wed)

Mrs Brownlow (Mon - Fri)

RG

Mrs Nash (Mon, Tue, Wed)

Mrs Daggitt (Thur, Fri)

Mrs Anderson (Mon - Fri)

What does a typical day look like?

- First and foremost, learning through PLAY!
- Thoughtful adult guidance and clear, intentional goals
- Phonics, Maths, Topic, Drawing Club
- A balance of child initiated learning, guided play, adult led carpet sessions and small group work.
- Building strong foundations for future learning and development
- Children will also have PE lessons, PSHE/circle time, Outdoor Learning sessions and attend assemblies.



Our curriculum

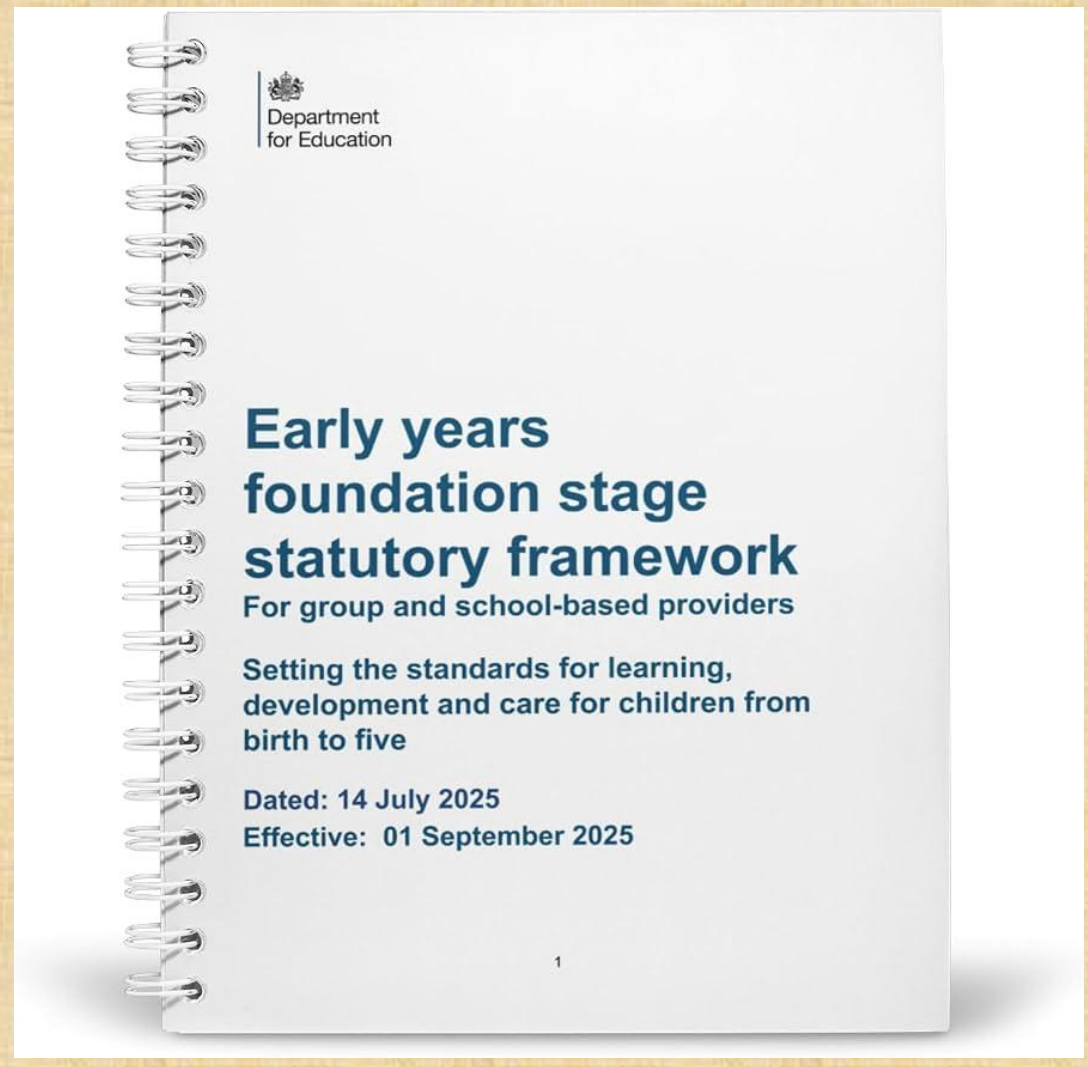
The Four Guiding Principles of the Early Years Foundation Stage

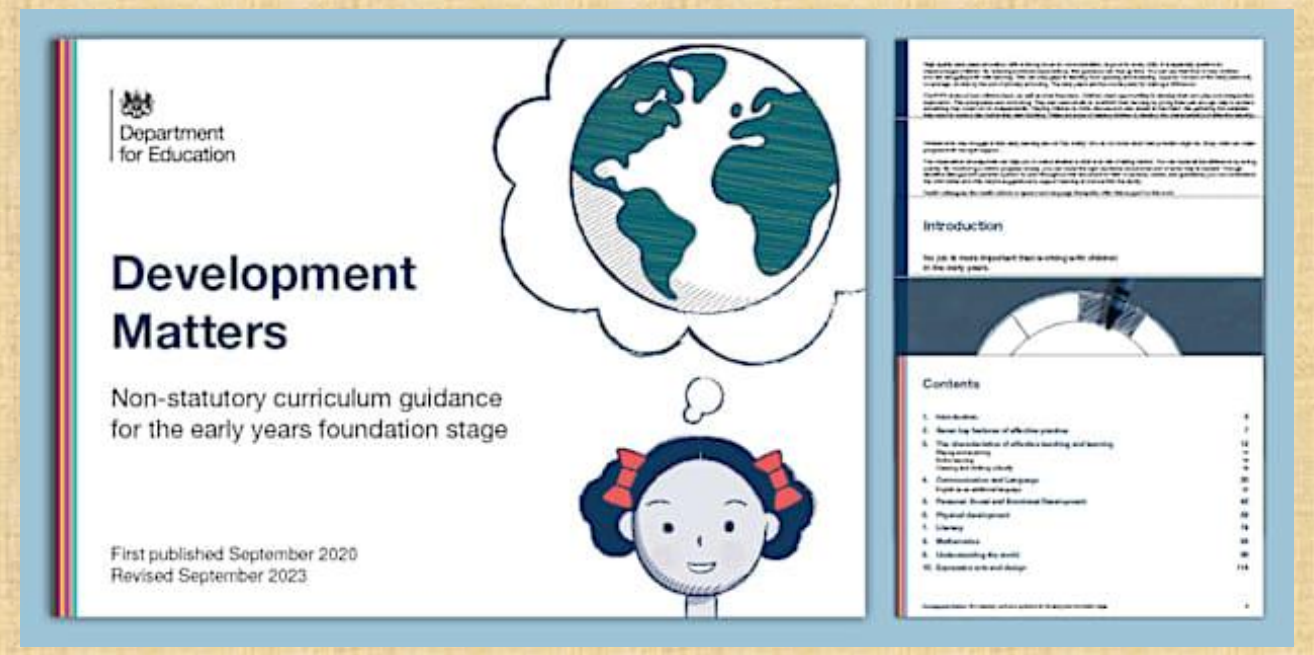
A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured	Children learn to be strong and independent through positive relationships	Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents / carers	Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities





Our curriculum





EYFS Areas of Learning

Prime Areas

Communication and Language



Helps children express themselves and understand others.

Physical Development



Supports health, coordination, and self-care skills.

Personal, Social and Emotional Development



Builds self-awareness, emotional well-being, and relationships.

Specific Areas

Literacy



Encourages early reading and writing.

Mathematics



Develops understanding of numbers, shapes, and patterns.

Expressive Arts and Design



Promotes creativity through art, music, and imaginative play.

Understanding the World



Helps children explore people, places, and technology.

Characteristics of effective learning

In the Early Years, teachers will create an enabling environment and will carefully plan activities to provide children with opportunities to learn through the following characteristics:

- Playing and Exploring
- Active Learning
- Creative and Critical Thinking



These characteristics allow all children to become confident, resilient and enthusiastic learners.

EYFS Development Matters Reception Statements - Prime Areas

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Learning Goals

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 conversations 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.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
  - Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity
  - healthy eating
  - toothbrushing
  - sensible amounts of 'screen time'
  - having a good sleep routine
  - being a safe pedestrian

Early Learning Goals

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 focussed 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.

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling
  - crawling
  - jumping
  - running
  - hopping
  - skipping
  - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes

Early Learning Goals

Gross Motor Skills
- Negotiate space and obstacles safely with considerations 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.

EYFS Development Matters Reception Statements - Specific Areas

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonics programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Early Learning Goals

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 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.

Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/ one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Early Learning Goals

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.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

Past and Present
- Talk about the lives of the people around them and their roles in society.
- Known 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 observations, 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.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

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.

Expressive Arts & Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

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.

Maths

- We teach maths using the White Rose Maths scheme of learning.
- Children are provided with a wide range of resources and opportunities to practise and consolidate the skills that have been taught through play in continuous provision.
- To support your child at home, you could play **board games, count objects, sing number songs/rhymes** etc.



Subitising

- Subitising is a really important skill that supports children to develop number sense.
- Counting without counting







Reading

Phonics is the link between letters and the sounds that they make.

Phoneme: the smallest single identifiable sound in a word.
For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. For example, /sh/ in the word 'shop'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

Supporting your child with reading at home

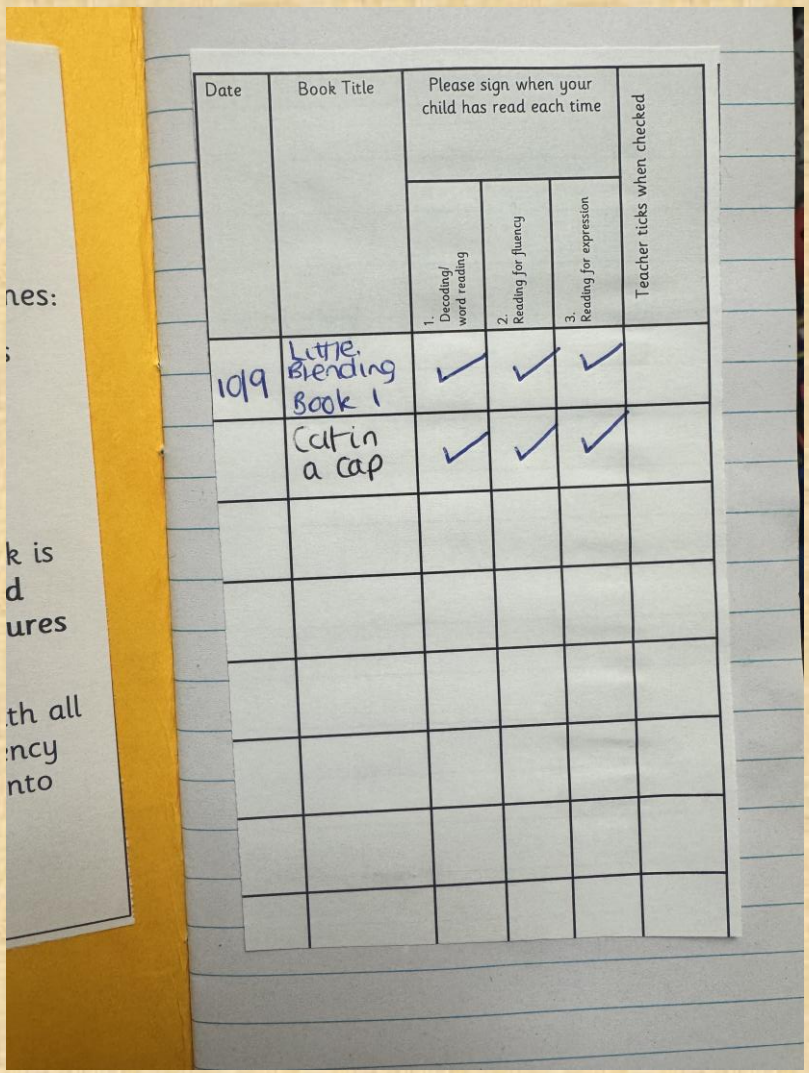
- Children read from books that are entirely decodable. Children's reading books will be changed once a week if reading records show they have been read three times at home (please tick each time).
- Please read daily with your children, reading is the gateway to all other aspects of learning.
- We only use **pure** sounds when decoding words (no 'uh' after the sound) - click on the picture to watch a demonstration.





- We want children to practise reading their book 3 times across the week working on these skills:

Decoding **Fluency** **Expression**



Supporting your child with reading at home

Please do not rely purely on the phonics scheme reading books, they support children with the application of phonics for word reading but there are a wide range of other skills that need to be developed. Teach reading for enjoyment.

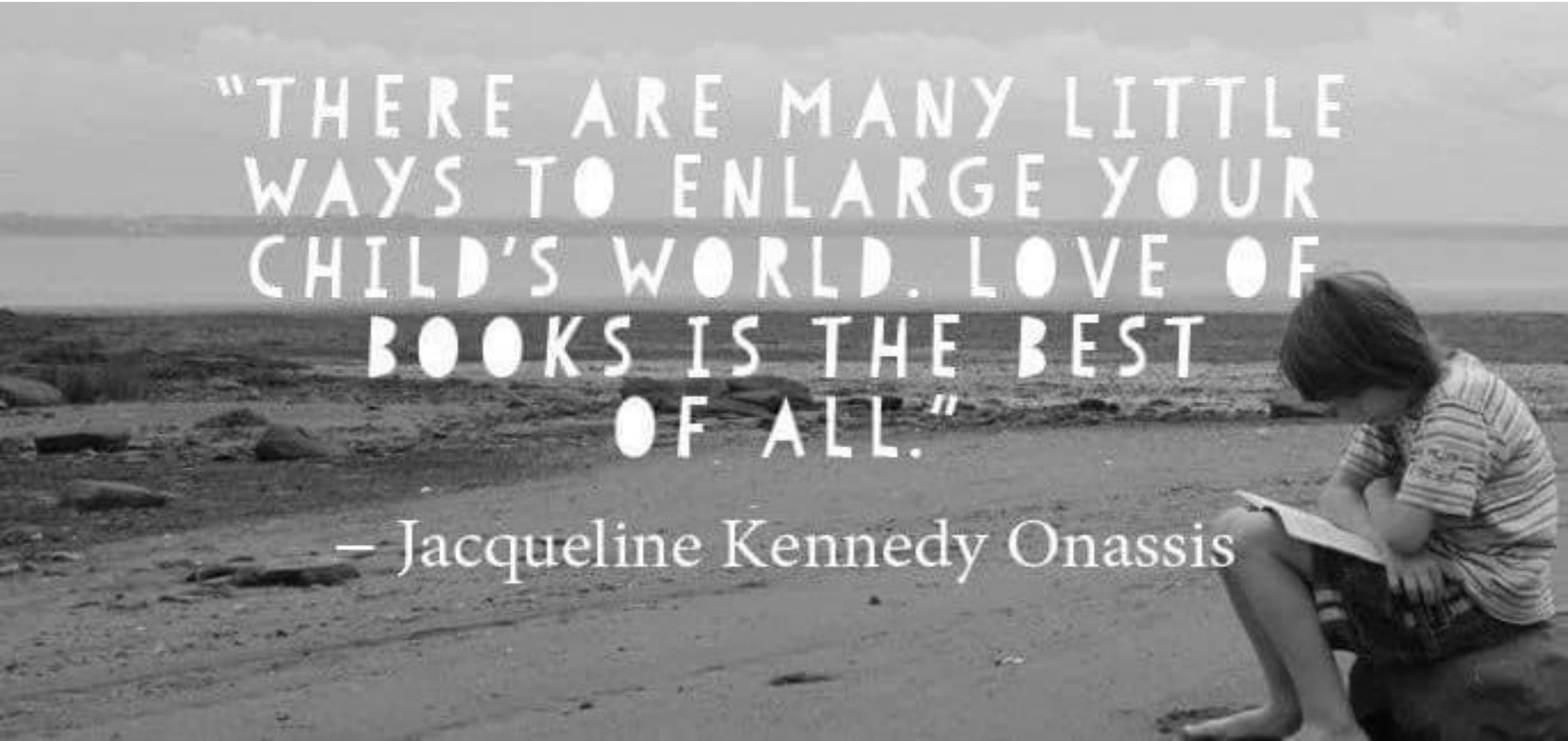








Reading for pleasure



PURPOSE

PLEASURE

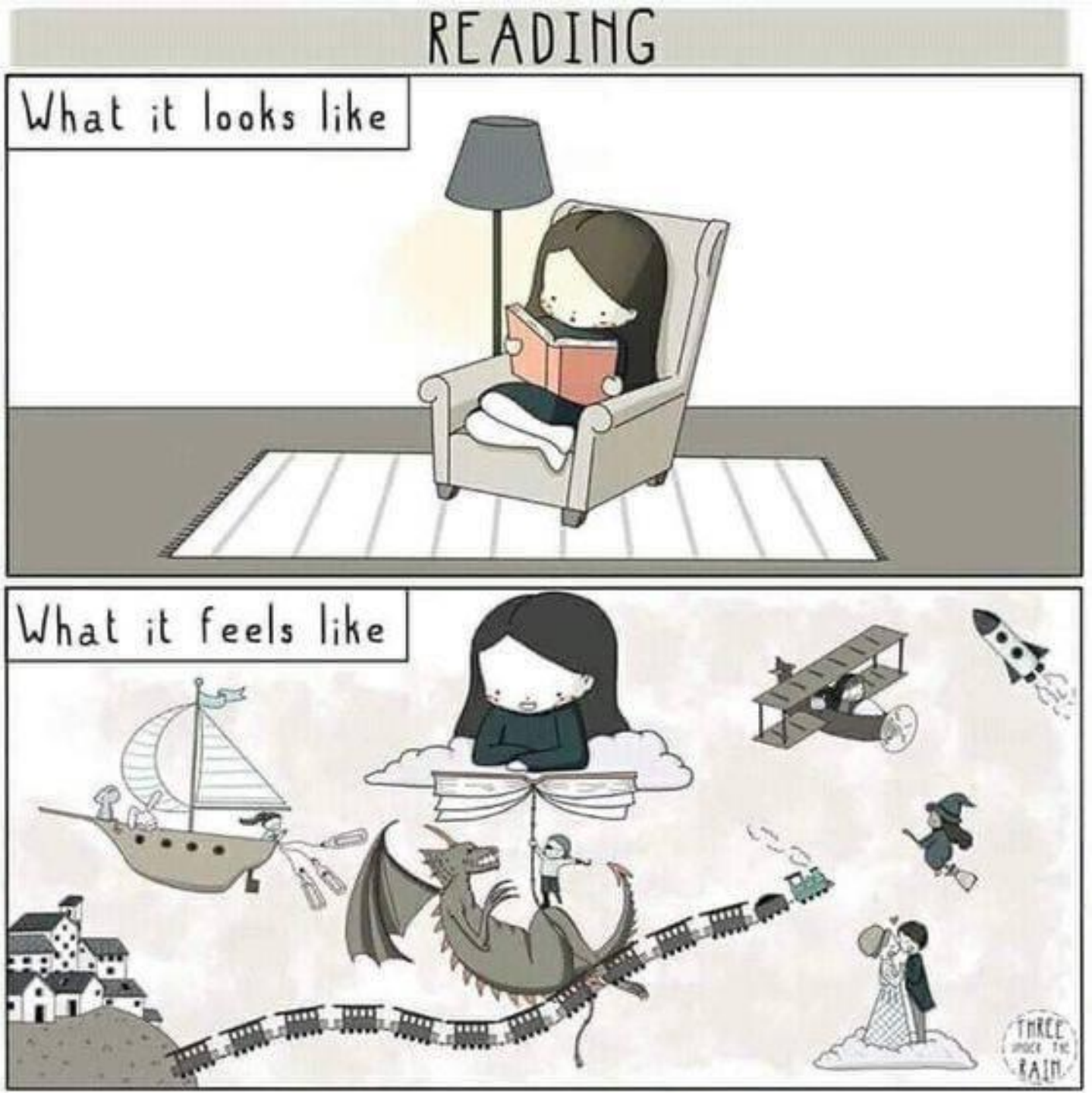
What is reading for pleasure?

"Reading because you want to…"

(Krashen, 2004)

"Books can be mirrors, windows, sliding glass doors."

(Dr Rudine Sims Bishop, 1990)





Read for

10-20

minutes

daily

Benefits of reading for pleasure

Increase **vocabulary**

Improve **comprehension** and **understanding**

Better **listening** skills

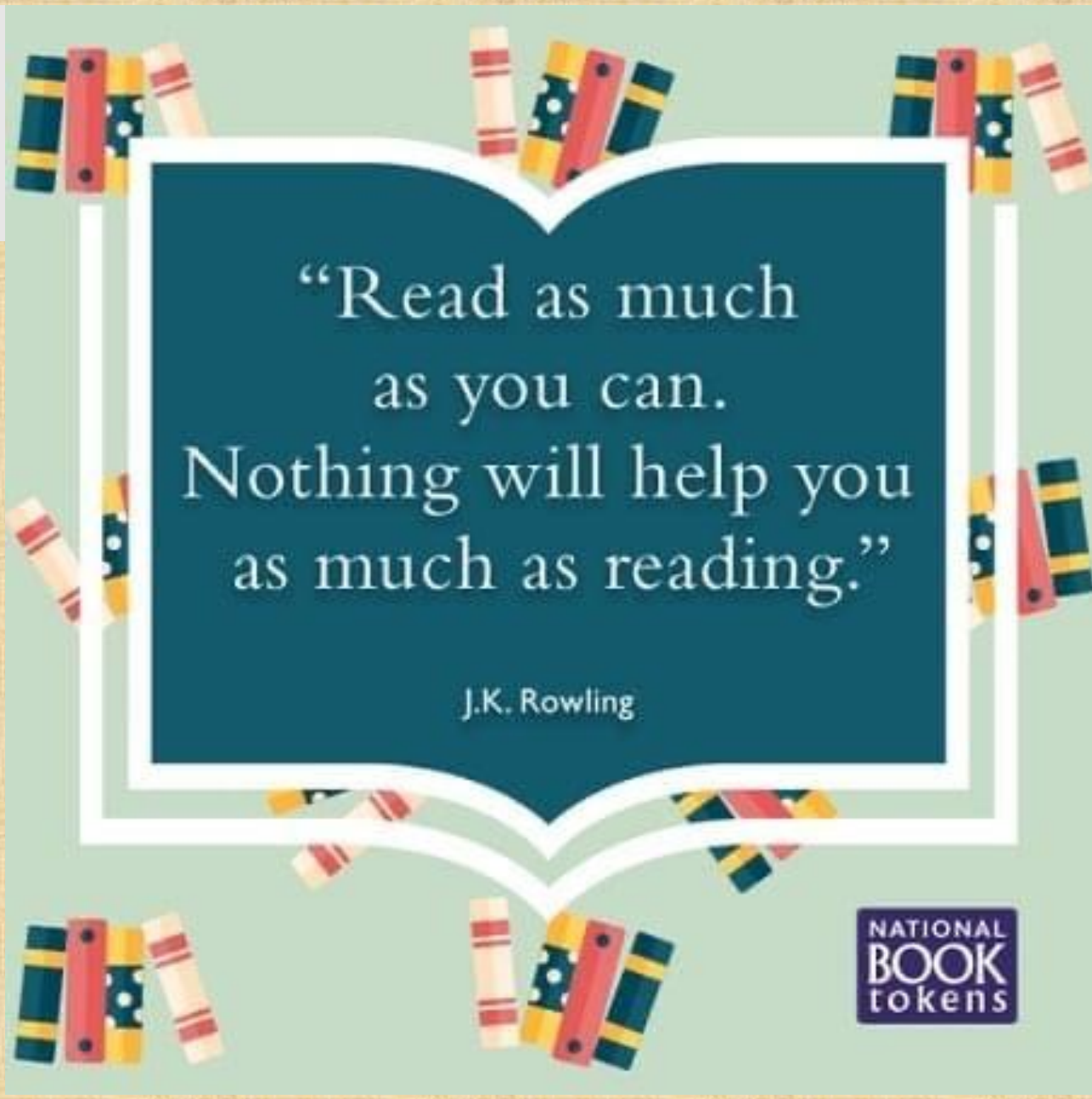
Increase general **knowledge**

Improve **concentration**

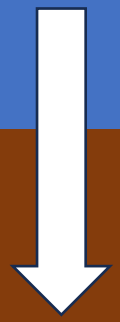
Enhance psychological **wellbeing** and **resilience**

What does the research say?

- Reading for pleasure is a better predictor of future success than socio-economic factors. (NLT)
- Book ownership is strongly associated with reading enjoyment and frequency. (NLT, 2025)
- Choice is a huge factor in reading enjoyment. (Booktrust)



Never read to between ages 0-5
4662 words



Read 20 minutes daily between ages 0-5
1.8 million words

Ohio State University


05:00






SOAP





Strong Foundations



Provision to develop shoulder, wrist and thumb muscles

Shoulder and upper arm stability
big muscles first – foundation for everything else

These activities involve pushing, pulling, hanging, weight-bearing, and reaching away from the body.

Vertical mark-making
Easels, chalkboards, whiteboards on walls or fences
Paint rollers, large brushes, chunky crayons

Large construction
Crates, tyres, planks, large foam blocks
Building "dens", towers, obstacle courses

Wheel and transport play
Wheelbarrows

Climbing & crawling
Climbing frames, ladders, tunnels, soft play blocks

Dough gym (whole arm focus)
Rolling dough with two hands, pushing palms down, flattening

What this develops:
- Shoulder stability for controlled arm movement
- Core strength to support fine motor control
- Endurance for writing and tool use later

Wrist and forearm strength
control and positioning for use of tools

These activities involve twisting, rotating, pushing through the hand, and controlled resistance.

Dough & malleable materials
Rolling pins, cutters, knives, garlic presses
Twisting dough into snakes, spirals

Water play
Squirters, turkey basters, sponges to wring
Pouring from different heights

Tool use
Tap tap shapes, tongs, tweezers

Painting & mark making
Spray bottles, thick paint brushes
Circular and back-and-forth movements

Sand play
Scoops, sieves, funnels, burying and digging

What this develops:
- Wrist extension and rotation
- Forearm endurance
- Stability needed for scissors and pencil control

Thumb and finger strength
Precision control and readiness for writing

These activities focus on pinching, squeezing, isolating fingers, and refined control.

Fine motor "finger gym" (linked provision)
Peg boards, clothes pegs, tweezers
Picking up small objects (pom-poms, beads, stones)
Threading beads, lacing cards

Malleable materials (fine focus)
Pinching dough, poking with fingers
Making small balls, faces, details

Creation Station
Tearing paper, folding, stickers

Small world play
Moving tiny figures, accessories
Setting up scenes with small props

Scissor skills
Snipping playdough, straws, card, grass
Progression of scissor skills (linked provision)

What this develops
- Pincer grasp
- Finger isolation and dexterity
- Strength for controlled mark making

Extra information

- Throughout the week, children get lots of opportunities to share and review their learning with their peers. Please can we ask that children only bring things in for show and tell that show 'wow moments' or link to our current learning. **Please do not bring toys from home into school.**
- **Please make sure everything is named!**
- Our PE day is a ***Monday***. Please keep PE kits at home until further notice.
- All children will attend Forest School on Wednesday morning. (Parent helpers welcome)
- The children will visit our school library every ***Friday***. They will bring home a book to read for pleasure.
- Due to limited space, please can we ask that your child only brings **one** bag to school.
- Please do not let your child on the trim-trail before or after school.
- If you haven't already, please send in named wellies and waterproofs as children have access to water and digging activities every day.