



'Growing together in God's love and care'



WELCOME TO RECEPTION'S CURRICULUM PRESENTATION

Routines

- Reception can start to arrive from 8.30am
- Doors open from 8:45am.
- Gates shut from 8.50
- All Reception children should be in the class by 8:50am.
- End of the school day is Reception 3:15pm

- Children in Early Years are expected to come to school in their PE kit and they will remain in this all day.

In the mornings, children will come in and self-register and hang up their belongings. They will then come and sit on the carpet and begin their morning task .

Early Learning Goals (ELGs) in EYFS

At the end of the Reception year, children are assessed against the **Early Learning Goals (ELGs)**. These goals describe the level of development children are expected to reach by the end of the Early Years Foundation Stage.

They are **not tests** – instead, teachers observe children's learning and play over time to see how they are progressing. The ELGs help teachers understand your child's strengths and areas where they may need more support before moving into Year 1.

Three prime areas of learning and development

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills



Four specific areas of learning and development

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant	Prophecy & Promise	Galilee to Jerusalem	From Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Communication and Language Talk for Writing	Listening and attention Handa's surprise The Gruffalo We are going on a leaf hunt	Listening and attention Owl babies Books about woodland animals - non-fiction People who help us - non-fiction	Understanding Little Red Riding Hood Jolly postman Mr Gummov's outing	Understanding The Three Billy Goats Gruff Mrs Armitage on wheels Mrs Armitage and the Big Wave The Little Red Hen Easter stories	Speaking Jack and the beanstalk The Bean Diary Jasper's beanstalk The ugly duckling	Speaking Minibeasts stories Holidays present and past
PSED	Created and loved by God		Made to love others		Created to live in community	
Physical Development	Fine motor hand strength/ tripod grip FFC - Locomotor skills	Fine motor hand strength/ tripod grip FFC - Balance skills	Fine motor hand strength/ tripod grip FFC - Ball Skills Dance	Fine motor hand strength/ tripod grip FFC- Balance skills Dance	Fine motor hand strength/ tripod grip FFC- Ball skills	Fine motor hand strength/ tripod grip FFC- Locomotor skills
Literacy	Writing through play Mark making CVC word writing and reading	Writing through play CVC word writing and reading Writing phrases/captions	Writing through play CCVC/CVCC word writing and reading Simple phrases/sentences		Writing for meaning	Story writing
Phonics	Read Write Inc Set 1	Read Write Inc Set 1	Read Write Inc Set 2 and 3	Read Write Inc Set 2 and 3	Read Write Inc Set 2 and 3	Read Write Inc Set 3
Whole class phonics/reading	Recap set 1 sounds Set 1 flashcard sounds Writing set 1 sounds	Recap set 1 sounds Practice reading and writing set 1 green words Set 1 phonic sound interventions	Recap set 2 sounds Set 2 CVC word reading and writing/caption and simple sentence saying and writing Set 1 phonic interventions	Recap set 2 sounds Set 2 CVC word reading and writing Set 1 phonic interventions	Recap set 3 sounds Set 3 CVC and Set 2 CVVC word reading and writing Set 1 and 2 phonic interventions	Recap set 3 sounds Set 3 CVC and Set 2 CVVC word reading and writing Set 1 and 2 phonic interventions
Maths	Match, sort and compare Talk about measure and patterns	Its me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise , build and map Make connections Consolidate
Understanding of the World	All about me Me and the local environment Growing and harvesting	People who help us Celebrations and traditions Autumn seasonal walks Community figures - school nurse	The world around us Caring for the world around us Noticing changes in materials Cultures and traditions China- Chinese New Year, Great wall of China, Chinese traditions and culture	Transport Own and local transport Mapping local environment Caring for the world around us Easter	Growing and life cycles Planting and gardening Observe and notice changes in plants and caterpillars (life cycles)	Changes Reflect on changes from Reception moving into year one Upcoming and previous holidays Explore local environment and places of worship

Maths

We use the whiterose scheme, aligned with the EYFS curriculum and Development Matters.

In Reception, *Mathematics* helps children develop early number sense and problem-solving skills through play, exploration, and everyday experiences. It's about building confidence with numbers, shapes, patterns, and simple reasoning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW		Circles and triangles VIEW		1, 2, 3, 4, 5 VIEW			Shapes with 4 sides VIEW
Spring	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW		Make connections VIEW					Consolidation

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.



Literacy

Literacy is about helping children develop the skills they need to become confident readers and writers. It builds on their love of stories, rhymes, and mark-making, and gives them the foundations for reading and writing in Year 1 and beyond.

What Literacy Covers in the Early Learning Goals (ELGs):

1. Comprehension – understanding stories, talking about what happens, predicting endings, and retelling events.

2. Word Reading – recognising letters and sounds (phonics), blending sounds to read words, and beginning to read simple sentences.

3. Writing – using sounds to spell words, writing labels and captions, and starting to write short sentences with meaning.



In Daily Provision:

Book corners with a wide range of stories and non-fiction books.

Writing areas with pencils, chalks, whiteboards, and role-play materials (e.g., menus, shopping lists, tickets).

Outdoor opportunities, like painting, chalk writing, and storytelling with props.

Cross-curricular links (e.g., writing labels for plants in science, reading recipes in cooking).

•**Phonics lessons:** daily short sessions where children learn sounds and how to blend them into words.

•**Story time:** sharing books, poems, and rhymes to build vocabulary, imagination, and comprehension.

•**Mark-making and writing opportunities:** from drawing and scribbling to writing names, lists, and stories in play.

•**Role play and talk:** encouraging children to use new words, tell stories, and share ideas.

•**Guided reading and writing:** small group or individual activities to practise reading and writing skills with adult support.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

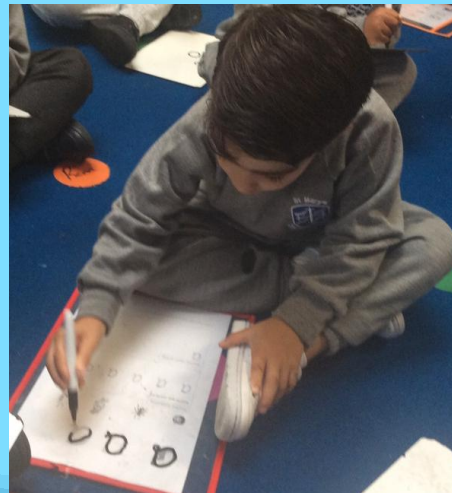
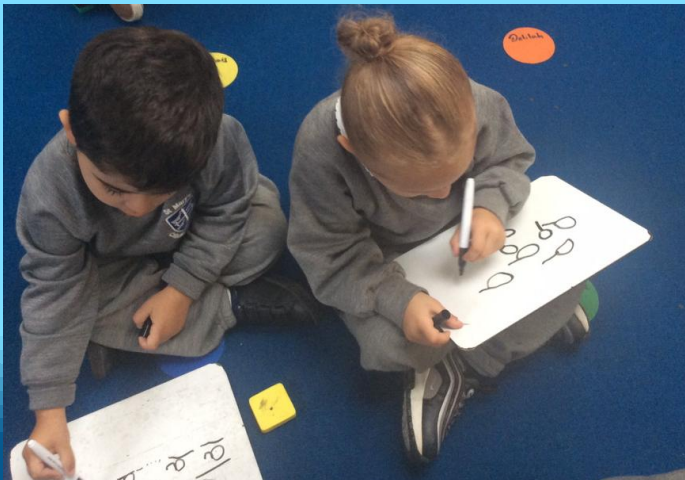
Children at the expected level of development will:

- 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.






























Phonics

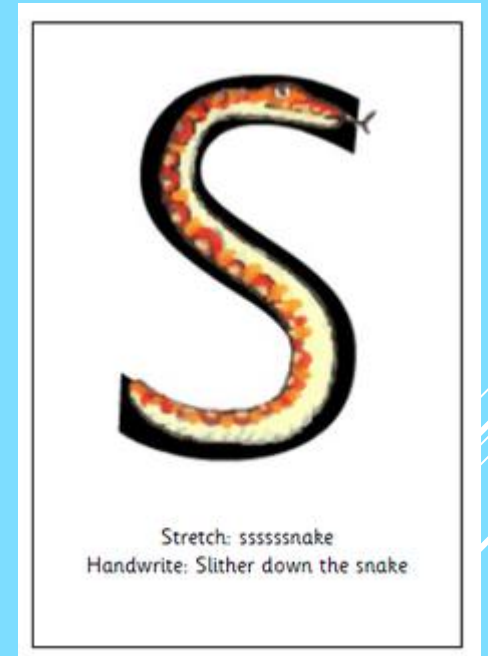
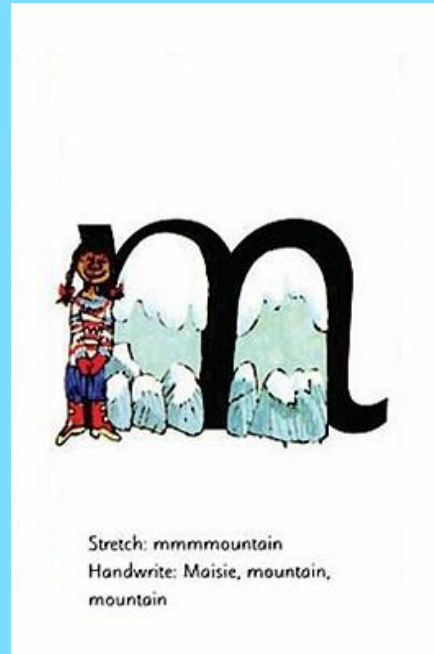
School-wide phonics program learning the alphabet code. Pupils learn to read, recognise and write each letter. They also learn skills in blending to read and write words.

- We follow the RWI scheme.
- The teaching of Phonics is delivered daily across EYFS-Y2.
- We believe with the right support, every child can learn to read.
- The systematic teaching of phonics has a high priority throughout the Early Years and Key Stage 1.
- We aim to ensure that pupils pass the Phonics Screening Test and leave Key Stage 1 with a good reading level, meeting the age-related expectations.



Speed Sounds Set 1

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



Understanding the World

In the Early Years Foundation Stage (EYFS), Understanding the World is one of the prime areas of learning.

It helps children make sense of the world around them by exploring, observing, and asking questions.

It helps children to build curiosity and problem-solving skills, develop respect and appreciation for different people, places, and environments and gain the foundation for science, history, geography, and technology in later schooling.

Throughout the year they will learn about:

- **Past and present** (developing awareness of time, change, and history in relation to themselves and others)
- **People, culture and communities'** (learning about themselves, their families, traditions, and the wider community)
- **The natural world'** (exploring nature, animals, seasons, weather, and simple scientific concepts)

Children investigate through role play, small world toys, construction, and outdoor play.

Practical experiences – such as cooking, planting seeds, caring for animals, and using simple tools or technology.

Stories and discussions – books, songs, and conversations introduce children to different places, cultures, and ideas.

First-hand experiences – visits, visitors, and celebrations bring real-life context to their learning.

It is integrated into daily continuous provision: sand, water, small world, outdoor play, and creative areas provide daily opportunities for exploration.



Expressive Arts and Design

Expressive Arts and Design is about giving children opportunities to be creative, imaginative, and expressive. It helps them explore materials, develop their own ideas, and share their thoughts and feelings through **art, music, movement, role play, and design.**

- **Art and craft activities:** painting, drawing, model-making, collage, and sculpture.

- **Music and movement:** singing, dancing, experimenting with instruments, and responding to music.

- **Role play and drama:** dressing up, acting out stories, and creating imaginative scenarios.

- **Exploration:** encouraging children to use their imagination and express themselves in their own way.

In Daily Provision:

- Creative areas with paints, crayons, clay, recycled materials, and tools.

- Role-play corners that change with themes (shops, post offices, space stations).

- Access to instruments and opportunities to sing and dance.

- Outdoor creativity such as den building, chalk drawing, or large-scale construction.

Role Play

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	All about me	People who help us	The World around us	Transport	Celebrations	Changes
Resources needed:	<p>Outdoor: Food shopping and café</p> <p>Indoor: Bedroom setting (putting babies to bed)</p>	<p>Outdoor: Ambulance and police services</p> <p>Indoor last weeks of term: Elf workshop</p> <p>Indoor: Vet surgery</p>	<p>Outdoor: Shop/cafe role play outdoors</p> <p>Indoor: Post office</p> <p>Outdoor: Continuous provision- people who help us telephone box</p>	<p>Outdoor: Bike shop</p> <p>Outdoor: Chinese cafe</p> <p>Indoor: Airport</p>	<p>Outdoor: Garden shop/Florist</p> <p>Indoor: Dentist</p>	<p>Outdoor: Florist</p> <p>Indoor: Summer Holidays (tourist centre)</p>

Assessment

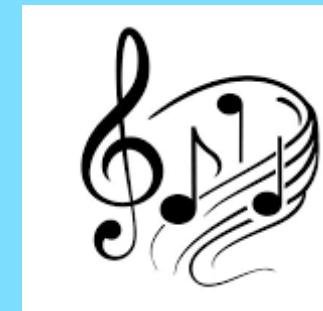
- Assessment of each individual child's progress is an ongoing activity throughout the day, week and term.
- When children are identified as struggling with an area of learning, an adult will support them within the lesson and/or a teacher will provide a specific intervention, to help support their learning and ensure they have the confidence to keep trying.
- Children will be assessed against Early learning goals as well as individual targets set by the class teacher.
- Progress will be reported to parents at 3 points during the year. In the Autumn, Spring and Summer. This will be done at parents evening. Their final report will indicate their progress and attainment for the academic year.

Extra curricular activities

- Music
- PE Coach
- Gymnastics
- Dance



Physical Development	Fine motor hand strength/ tripod grip FFC - Locomotor skills	Fine motor hand strength/ tripod grip FFC - Balance skills	Fine motor hand strength/ tripod grip FFC - Ball Skills Dance	Fine motor hand strength/ tripod grip FFC- Balance skills Dance	Fine motor hand strength/ tripod grip FFC- Ball skills	Fine motor hand strength/ tripod grip FFC- Locomotor skills
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Reception:

- Speed sounds booklet (this will be given out every Friday- please return to school in book bags the following Friday)
- Phonics sheet to practise their formation
- Green words



Behaviour Policy Aims:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.



How you can support at home

- **Routine** – If you are able to, set up a designated space for homework, wherever that may be. As long as there is somewhere that is calm and uncluttered that your child knows is their spot for homework.
- **Healthy habits** – habits like getting plenty of sleep and exercise and eating well. These factors can contribute positively to children's learning abilities and cognitive development.
- **Encourage independence** - As kids grow older, they naturally start wanting to take more responsibility for their learning. Promote this independence by allowing them to make choices, solve problems, and take on new challenges.
- **Reading** - Statistics show that one in five children in England cannot read well by the age of 11. Children are less able to excel in their learning if they do not develop sufficient reading skills by the middle of primary school. Please ensure your child reads every single night and is asked a range of comprehension questions.



If you have any questions please do not hesitate to ask!

Thank you 😊