



Reception Curriculum Evening



‘Preparing our children for a world we know and a world yet to be discovered.’

Core Aims

- To create a safe and happy environment in which **all children thrive**
- To establish a **culture of excellence** in everything we do
- To build capacity for future **growth and success**

Curriculum Drivers

RESPECT

To understand ourselves
To appreciate each other
To value diversity

POSSIBILITIES

To challenge ourselves
To challenge each other
To push boundaries

COLLABORATION

To learn from each other
To support each other
To be successful together

TECHNOLOGY

To learn
To communicate
To create



School Rules			
1	Doing my best	2	Respecting others
3	Making good choices		
Respect		Possibilities	
1	Appreciating others	1	Embracing new challenges
2	Demonstrating good manners	2	Having my own ideas
3	Valuing diversity	3	Asking questions
Collaboration		Technology	
1	Listening to others	1	Using technology to learn
2	Supporting others	2	Using technology to communicate
3	Valuing others	3	Using technology to create

The Reception Team

Mrs Allaby, Mrs Calthorpe (Class Teachers)

Mrs Smith, Mrs Swindells (Teaching Assistants)

Mrs Valesco, Mrs Walters (SENTAs)

Literacy in Reception

- Handwriting
- Writing
- Phonics
- Reading

Phonics

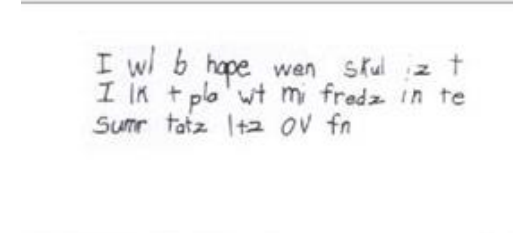
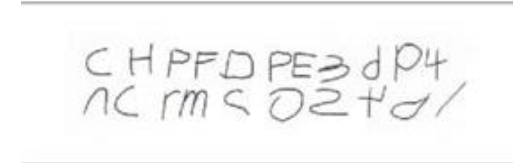
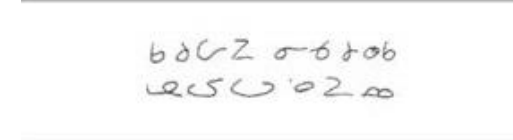
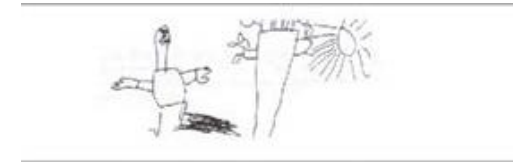
- 20 minutes daily
- Six phases – start with Phase 1, 2 and 3
- Letter names and sounds
- Uppercase and lowercase letters
- Learning phonemes and graphemes
- Segmenting words into sounds and blending them back together

Reading

- Individual and Guided Reading
- Reading Strategies for fluency
- Word/Phonics wallets

Writing

- Emergent writing
- Talk for writing
- Writing – we don't always hear all sounds straight away -initial, final and then medial
- Finger spaces and making sense
- Writing targets



Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.

Handwriting

- Penpals for Handwriting
- Key Aims for EYFS: gross and fine motor skills
mark-making
patterns and letter formation

Number Sense

- Accurate 1:1 counting
- Ordering
- Understanding written numbers as numerals and words
- Matching everyday numerals to number of fingers, dots, objects
- + -, halving, sharing, doubling

How you can support your child at home?

- Regular reading routine
- Number opportunities
- What to expect, when document
- Activity Grid
- Word/Phonic Wallets

Your Child's Achievements

- Parents' Evenings in the Autumn and Spring Terms
- Learning Review Meeting – Summer Term
- Additional appointments initiated by teacher/parent
- Tapestry & Theme books
- Classroom Rainbow Challenges
- Twitter, stickers, praise, house points, certificates

Observations

- Integral to our planning, teaching and learning
- Help us to understand and consider the interests, development and learning applicable to each child
- Inform us of where each child is at (and the next steps) and feeds into our planning.
- Parents are encouraged to be a part of the process and add to their child's profile

Home School Communication



- cheadlehulmeprimary.org.uk
- Contacting teachers
- Reading Records
- Newsletter & emails
- PTA and Parent Council Reps
- Parent Governor

Becoming involved in our school community

PTA

Bringing the school community together

Parent Council

Representing the views of the school community

School Governor

Contributing to the schools strategic development