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# Reception Curriculum Evening 2023

# Mission Statement

*‘To nurture lifelong learners who are confident and ready to embrace the opportunities and challenges of the outside world.’*



# The Reception Team

Claire Harwood, Carol Ellender, Sarah Hopkins  
(Class Teachers)

Jen Niven, Nell Stewart  
(Teaching Assistants)

## Early Years Foundation Stage Curriculum

### Areas of Learning:

#### **3 Prime Areas**

##### **Personal Social and Emotional Development**

- Self-Regulation
- Managing Self
- Building Relationships

##### **Physical Development**

- Gross Motor Skills
- Fine Motor Skills

##### **Communication and Language**

- Listening, Attention and Understanding
- Speaking

## **Areas of Learning:**

### **4 Specific Areas**

#### **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



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## Characteristics of Effective Learning

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.

(Statutory Framework for the EYFS 2021 )

**Playing and Exploring** – children investigate and experience things, and 'have a go'

**Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

- Enabling Environments – challenge children, respond to their interests and meet their needs, building their learning over time
- Balance between child-initiated activities and teacher directed (focused learning)

## Reception / Autumn / Identity

### Collaboration

As collaborators we will play, find out and explore together. We will ask for help when we need it. We will share our own ideas and talk to children and adults about them. We will listen to and think about other people's ideas.

### Possibilities

As risk-takers we will be willing to 'have a go', have our own ideas and make links. We will choose ways to do things and talk about why things do or don't work.



### Respect

As emotionally intelligent young people we will keep trying, enjoying and achieving what we set out to do. We will get involved and concentrate on our learning. We will start conversations and listen to what others say. We will be considerate to others.

### Technology

As technologists we will use iPad, IWB, computers and Twitter to help us with our learning. We will choose and use technology for particular purposes. We will think and talk about the reasons why things happen or how things work.

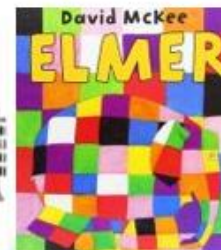
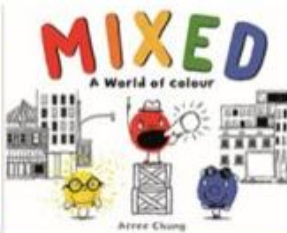
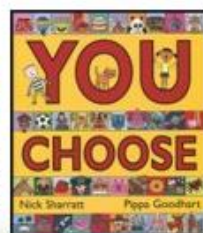
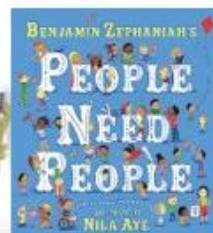
**Article 2:** To understand all children have rights.

**Article 7:** You have the right to a name



**Article 8:** You have the right to an identity

**Article 28:** You have the right to go to school.







What did you do today?







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## Literacy in Reception

- Handwriting
- Writing
- Phonics
- Reading – Comprehension and Word Reading

# Handwriting

Key Aims for EYFS:

gross and fine motor skills  
mark-making  
patterns and letter formation

## Write New Grapheme

Left around the girl, down her plait  
and curl.

g



G



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## Writing

- Emergent writing
- Writing – Phonics – children don't always hear all sounds straight away - first, final and then medial
- GPC (grapheme phoneme correspondence)
- Finger spaces and making sense
- Talk for writing



b d c z o o b o b  
w e s c o z o

C H P F D P E z d P 4  
N C m s o z t d /

I w l b hope wen skul :z t  
I l n t p l o w t m f r e d a i n t e  
S u r r t o t a l t a o v f n

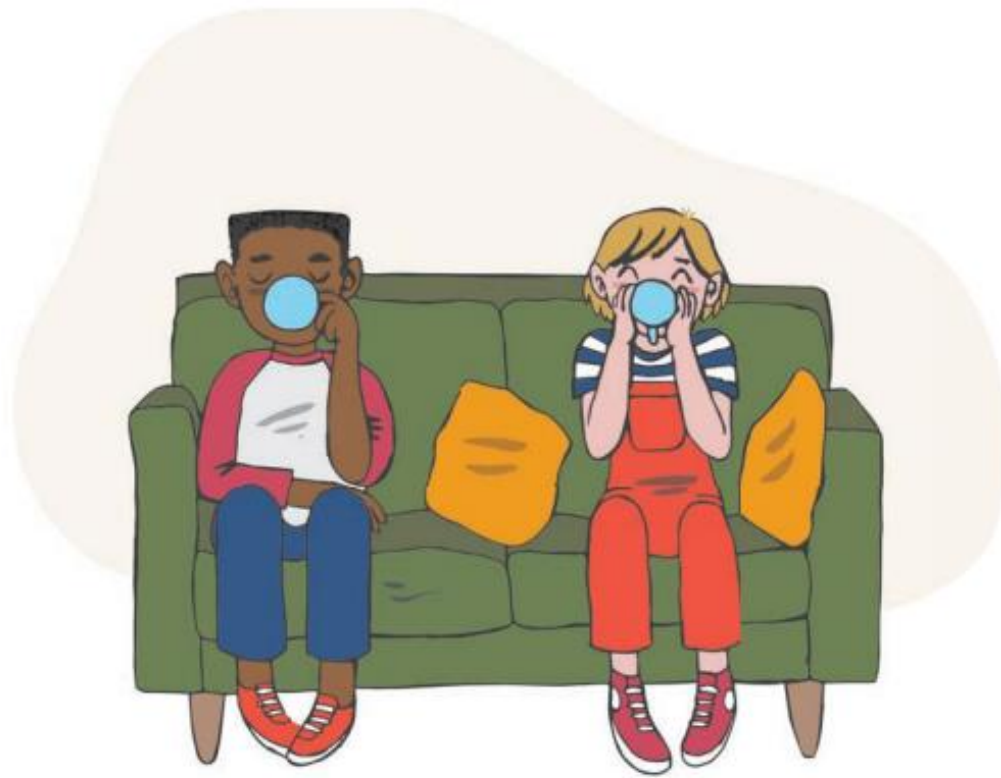
Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while, he found his way home again. His family was very happy.

## Phonics

- 15/20 minutes daily building up to 25
- Six phases – taught from Nursery to end of Year 1
- Letter names and sounds
- Learning phonemes and graphemes
- Segmenting words into sounds and blending them back together
- Linked to reading



Success for All   
Phonics



Pip and Sam sip.

## Green words

Practises h, b, f, ff

|     |     |     |
|-----|-----|-----|
| bus | hot | fat |
| hop | hat | bun |
| off | fan | fun |
| bag | hug |     |
| fit | big |     |

## Red words

Previous red words

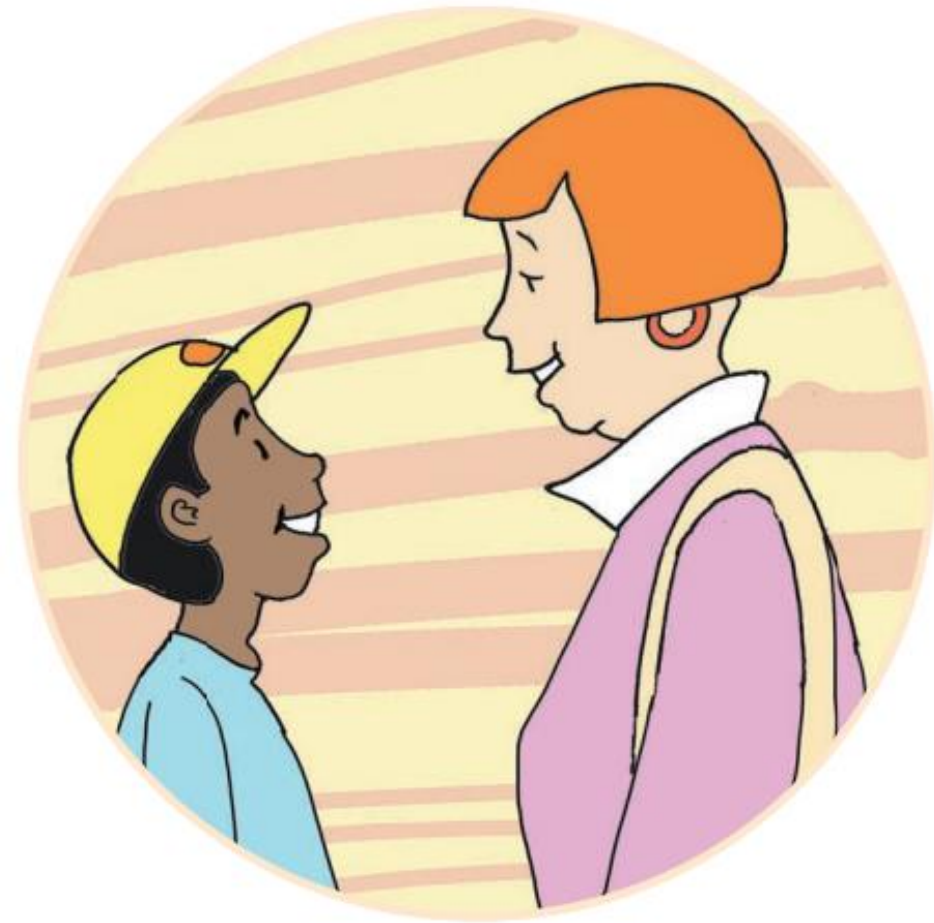
the

New red words

he

is

she



It is fun on the big red bus.



ck

ff

ll

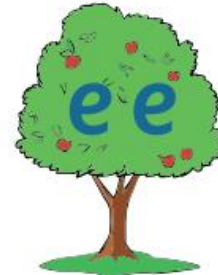
ss

zz

qu



th



# Phonics – FFT Parent Portal

- <https://parents.fft.org.uk/>
- Helpful videos
- Phonics and writing phrases
- Key phonics terms
- Tips for home reading

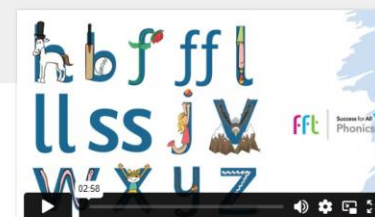
These videos contain the proper pronunciation of all Grapheme-Phoneme Correspondences (GPCs) taught in the FFT Success for All Phonics programme. We hope you find them useful when discussing the sounds with your child.

[Share](#)

FFT Success for All Phonics - GP...

FFT Education

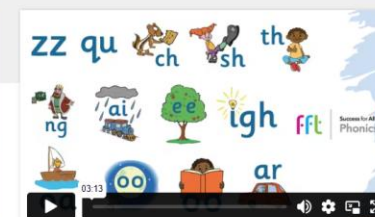
This video includes pronunciation guidance for the following GPCs: s a t p i n m d g o c k e u r



FFT Success for All Phonics - GP...

FFT Education

This video includes pronunciation guidance for the following GPCs: h b f f l l s s j v w x y z



FFT Success for All Phonics - GP...

FFT Education

This video includes pronunciation guidance for the following GPCs: z z q u c h s h t h n g a i e e l g h a r o o (zoom)...



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# Maths

- Number
- Numerical Patterns



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**4. The abstraction principle.** Children understand that anything can be counted.



**5. The order-irrelevance principle.** Children understand that the order we count a group of objects is irrelevant.



# The Counting Principles

1. The one-one principle- children assign one number name to each object that is being counted.



1



2



3



4



5



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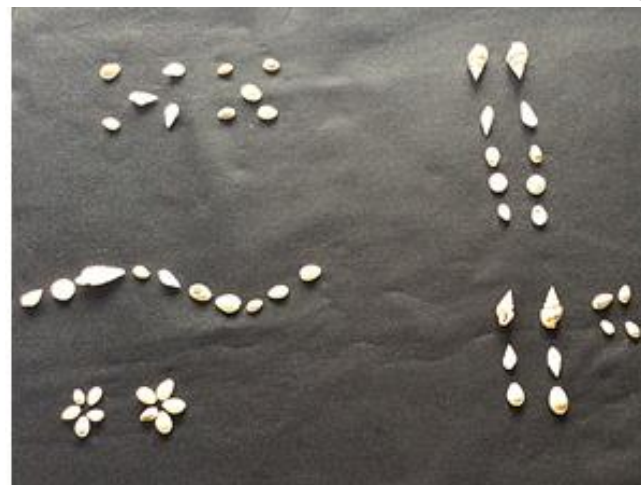
**2. The stable-order principle.** Children understand when counting, the numbers have to be said in a certain order.

**3. The cardinal principle.** Children understand that the number name assigned to the final object in a group is the total number of objects in that group.





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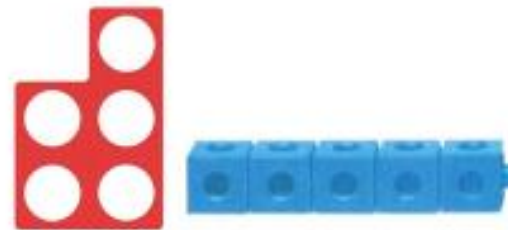
## In Number by the end of EYFS:

- Have a deep understanding of numbers to 10, including the composition of each number
- Subitise up to 5
- Automatically recall number bonds up to 5, including subtraction facts, and some number bonds to 10
- Double facts to 10



Subitising is a term that was coined by the theorist Piaget and defined as the ability to instantaneously recognise the number of objects in a small group without the need to count them.

Use 'all at once' finger numbers rather than counting each finger.





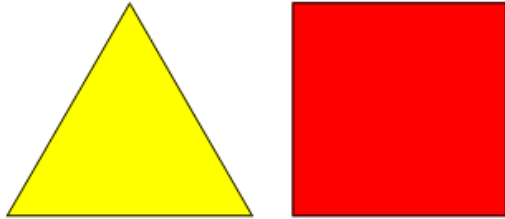
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## In Numerical Patterns by the end of EYFS:

- Verbally count beyond 20
- Compare quantities up to 10, using the language greater than, less than or the same as
- Explore and represent patterns within numbers up to 10
  - evens and odds, double facts and how quantities can be distributed equally



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## Supporting the learning of Mathematics at home

- Board games such as Snakes and Ladders
- Snack times and meals are a great opportunity to learn mathematics, such as counting, estimating and comparing
- Use mathematical vocabulary where possible as part of conversations and play: Which is bigger? Which teddy is first in line? Who has more? Are they shared fairly?
- Opportunities can also be taken for 'shape-spotting' and sorting around the home.
- Find the maths in story books
- Jigsaws



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## Home School Communication

- [gorseybank.org.uk](http://gorseybank.org.uk)
- Tapestry
- Twitter
- Contacting teachers
- Reading Records
- PTA and Parent Council Reps
- Parent Governor





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# Tapestry

- A secure online platform to share achievements and academic progress
- Linked with the 17 areas of learning
- 1 picture per child will be uploaded each week
- Opportunities for parents to comment on their child's achievements
- An individual learning journal will be created over the year



**GorseyBank Reception** @GorseyRec · 19 Jul  
We enjoyed some parachute games in the sun. [#gorseypshe](#) [#gorseype](#)



🗨️ ↻ 5 📌 📺



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Twitter  
@GorseyRec  
#gorseyrec



**GorseyBank Reception** @GorseyRec · 15 Sep  
We have made a lot of progress on our self portraits. We have used different medias to complete them. Do you like them? 🍌 [#gorseyart](#) [#gorseyrec](#)



🗨️ 1 ↻ 6 📌 📺



**GorseyBank Reception** @GorseyRec · 23 Apr  
We had such a fun time in forest school today. We had hot chocolates and roasted marshmallows. We even made nature bracelets by finding objects in the forest to help us 🌿 🍌 [#gorseyfs](#)



🗨️ ↻ 1 ❤️ 3 📌 📺



**GorseyBank Reception** @GorseyRec · 1 Jul  
We had a lovely time at Sports Day today. Everyone was respectful and did their best. [#gorseype](#) [#change4orlife](#) [#gorseyrrsa](#) [#mssp](#) [#gorseycommons](#)



🗨️ ↻ 10 📌 📺



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### Our School Rules

We try our best  
We make good choices  
We respect others

## Your Child's Achievements

- Parents' Evenings in the Autumn and Spring Terms (with a written summary outlining next steps for learning)
- Learning Review Meeting
- Open Evening in the Summer Term
- Additional appointments initiated by teacher/parent
- Stickers, Diamond stickers and Achievement Awards



**The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.**

**Dr. Seuss**

