

Reception @ SML

Our school vision is for all children to:

	be knowledgeable, confident communicators;		grow in kindness and empathy;		be inspired, creative learners.
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Our core values are:

	Resilience		Kindness and empathy		Creativity
In reception, this means not giving up when things are tough. Mistakes are OK and show that you are learning!		In reception, this means being kind: sharing; taking turns; helping someone when they are hurt or sad; having good manners; saying sorry when you upset someone.		In reception, this means sharing your ideas and trying new things; solving problems both with learning and relationships.	

Our curriculum:

Our topic overview

Autumn	Spring	Summer
Autumn in Lee/Local Area People Who Help Us	Whatever the Weather Reduce, Reuse, Recycle	Pirates Life Seaside Fun
Faith and Heritage Diwali and Christmas	New Life Seasons Change	Dinosaurs vs Outer Space

More detailed information on the EYFS curriculum is available on the school website [sml.london \(curriculum/eyfs\)](http://sml.london/curriculum/eyfs)

Phonics

We use a phonics programme called **Read Write Inc.** Children are **assessed every 6 weeks** and are given books to read that provide the appropriate challenge. In class, they are grouped in a way that helps to ensure they are learning well. The books they take home are read in class and it really helps if they also **read them at home regularly** for about 5 minutes per day.

A few things to note:

- Lessons are taught by teachers and teaching assistants;
- The adults change groups throughout the year;
- Children may also change groups, depending on their progress.
- Saying the sounds using 'precise pronunciation' is important e.g. 'ssss' not 'suh' for s (Alphablocks on Cbeebies provides a really good example!)

Reading

Alongside reading phonics books, we also have a carefully selected class literature spine. We use these for what we call 'structured storytime', where we read the story, non-fiction text or poem and think more deeply about the themes.

Bear Shaped Dawn Coulter-Cruttenden	The Invisible Tom Percival	The Squirrels Who Squabbled Rachel Bright	Each Peach Pear Plum Allan and Janet Ahlberg	What Makes me a Me? Matt Goodfellow
Shu Lin's Grandpa Ben Faulks	Pumpkin Soup Helen Cooper	Mrs Noah's Garden Jackie Morris	Winnie-the-Pooh Helps the Bees! Catherine Shoolbred	The Dark Lemony Snicket
Luna Loves Art Joseph Coelho	It's a No-Money Day Kate Milner	I'm (almost) Always Kind Anna Milbourne	The Story Orchestra Katy Flint	Standing Up to Racism Dr Pragya Agarwal
The Gingerbread Man Mara Alperin	Anansi and the Golden Pot Taiye Selasi	Celebrations Around The World Katy Halford	William Bee's Things That Go! William Bee	Tad Benji Davies
Clean Up! Nathan Bryon	Mr Wolf's Pancakes Jan Fearnley	Martha Maps It Out Leigh Hodgkinson	The Wonder Faye Hanson	Chicken Clicking Jeanne Willis and Tony Ross

Favourite Nursery Rhymes (Ladybird) - woven in throughout the core spine units
Ten Green Bottles; Hot Cross Buns; 1 Potato ...; Old Mother Hubbard; Jack and Jill

Key themes

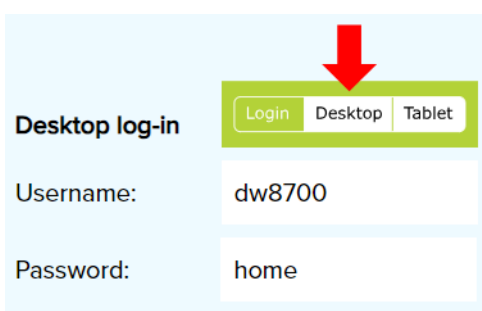
- Revisiting authors
- Heritage texts / traditional tales / classics
- Diversity of representation – author or protagonist
- Strong female role model
- Specific social, ethical, moral issues / PSED
- Curriculum links

Our Class Literature Spine:



Handwriting

We use a programme called **Letterjoin** for our handwriting. It's really useful for parents and carers to see how children learn letter formation using the app or desktop website. Children can also practise using a tablet at home.

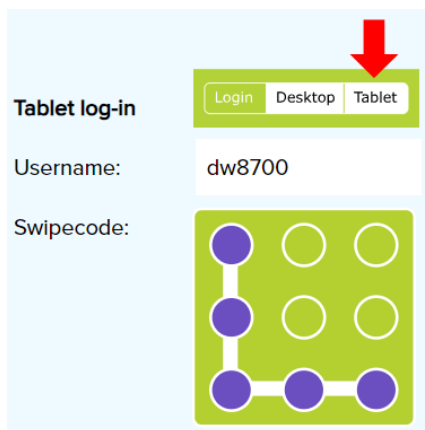


Desktop log-in

Login Desktop Tablet

Username: dw8700

Password: home



Tablet log-in

Login Desktop Tablet

Username: dw8700

Swipecode:

Letter-join

Handwriting
at home for parents and pupils

You can have a parent user manual as well. Just ask your teacher and we can give you a copy.

It's really important for children in reception to develop a **good pencil grip** and **form letters correctly**. Any practice at home will be helpful.

Spelling

We teach spelling in reception primarily through the Read Write Inc. phonics programme.

During this time, children learn two key things in relation to spelling:

1. To spell new or unfamiliar words using their phonic knowledge;

This can mean children spell words incorrectly but phonetically plausible e.g. peepl (people), majick (magic). This is ok and part of the learning process for most children! Most children tend to rely less on phonics to spell as they get older and read more.

2. To correctly spell high frequency words that don't follow a simple phonic pattern e.g. **the**, some, of 'off by

In the Read Write Inc. books, these are the red words in the few pages.

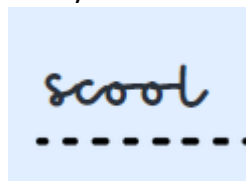
Red Words Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

to	my	washing*	the
all	me	he	we
she	want	said	I've
are	go	no	her

*Not used in this book only
Read Write Inc. Phonics © Oxford University Press 2010. No sharing, copying or adaptation of materials permitted except by subscribers to Oxford Owl.

necessarily
heart'
opening

Throughout school, we want children to apply their spelling knowledge in their independent writing. However, we also don't want worry about spelling to prevent them from writing fluently. We teach them to 'dotty underline' a word if they are unsure of the spelling and an adult can help them when they are free.



If you do any writing at home, try the same approach. If your child says, "How do you spell ...?", encourage them to say the sounds as they write, then dotty underline. Praise a good phonetic attempt and then correct them!

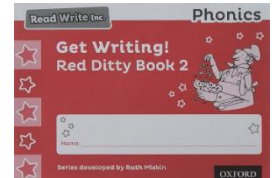
Writing

Writing in Reception class can be broken down into two areas:

1. Opportunities for children to write around the classroom through the 'continuous provision' e.g. children writing food orders in the role play café, making a thank you card or labelling plants in the garden



2. Writing led by the teacher, including using the Read Write Inc. Get Writing! books.



Mathematics

We use the White Rose EYFS mathematics scheme as the basis of our mastery-based curriculum. Although we use the scheme flexibly, the long term plan below helps to provide structure and ensure all children are ready for Year 1 by the end of the summer. Children go on to use the White Rose Curriculum for maths in Y1 through to Y6.

Timetable courtesy of White Rose ©

	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 term	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 term	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 term	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					

Maths carpet sessions with the whole class usually last about 15-20 minutes. During this time, children have opportunities to review what they are learning in a variety of ways, using a range of 'manipulatives'

(objects), images, songs, rhymes and stories. This is to ensure they develop a deep understanding of number concepts.

There is a maths area in the classroom for children to explore and this is also used for small adult-led group work.

Some examples of the activities children may be involved in (courtesy of White Rose ©):

Reception – Spring Phase 6 – Building 9 & 10



Bonds to 10

Guidance

The children explore number bonds to 10 using real objects in different contexts. E.g. There are 10 apples. How many in the tree and how many on the ground? 10 frames or egg boxes (with 10 holes) can be partially filled with objects and the children asked How many more do we need to make a full ten?



Other manipulatives such as fingers, bead strings and number shapes are also useful for exploring bonds to 10

Other Resources

Number Bond Rhymes
5 Eggs and 5 Eggs
Chuck, Chuck, Chuck
Mr Willy-Nilly and Zoey's Dream – Seung-yim Bak
Farmer Pete – You Tube
Numberblocks - Blast Off!

Prompts for Learning

Ask the children to explore different ways of building the bonds to 10. E.g. How many ways can they find to park 10 cars in 2 car parks, place 10 fairies on 2 toadstools, 10 dinosaurs in 2 Jurassic parks.



Provide each child with a number shape. Ask them to find a partner so that their combined shapes total ten. Compare the different tens that are made.



Hold up a number shape and ask the children to find the shape which goes with yours to make 10



Ask the children to count out 10 double-sided counters or butter beans. Drop their counters onto a paper plate. How many are red? How many are yellow? Repeat.

How many are red and yellow this time? Did anyone get 5 red and 5 yellow? Did anyone get all 10 red?



Although we don't use this in school until Year 1, every child has a login/password. It's an online maths journey that provides children with increasingly challenging problems. If you'd like to explore it with your child, your teacher will give you a login card.

Our weekly timetable:

**this is our normal routine, but sometimes timings may change*

M	Tu	W	Th	Fr
Maths Writing group Phonics Maths group Structured Storytime Music (with Mr Brown) Expressive art & design focus Story Show & tell	Maths Writing group Phonics Maths group Structured Storytime PD-fine motor focus Story Show & tell	Mrs Winther (am) UTW focus Dance (with Mrs Burns) PD – gross motor skills focus UTW focus Story Show & tell	Maths Writing group Phonics Maths group Structured Storytime PSED focus Story Show & tell	Maths Writing group Phonics Maths group UTW focus EAD focus Storytime

Dates for our class performance:

Tuesday 12th December 10am – Nativity play

Friday 14th June 3pm

Our home learning guide:

Subject	Frequency / time	We recommend
Reading (child reading phonics book to adult and discussing)	Daily 5 mins	Reading the story, along with the word lists. Asking the questions at the back is also a good way to check comprehension.
Handwriting	5-10 mins a week	Using the Letterjoin app as a guide. Ask the teacher for guidance on what to practise if unsure
Cross-curricular	10-30 mins a week	Using the prompt in the learning journey set by the teacher, spend some time together and have some fun! Remember, your child has the opportunity to 'show and tell' their home learning in class, which really helps build confidence in communication!
Bedtime story (adult reading to child)	Daily 5-10mins	Use the book your child has chosen from the class library or a favourite book from home.

A suggested timetable for you to use or adapt. Remember routine is good!

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
					
					Home learning task
Bedtime story	Bedtime story	Bedtime story	Bedtime story	Bedtime story	Bedtime story

Important things to remember in Reception:

	Book changing – your child gets a new Read,Write Inc book on Mondays and Thursdays (three day rotation) A picture book also goes home weekly that your child chooses, keep for a few days and then return to Miss Davis in order to be able to enjoy a new one
	Record reading at home in the Reading Record Book. Please sign this book and let us know how it went.
	Home learning tasks out on Friday – please bring in for Wednesday
	Only brief messages at drop-off. We want the teacher in class with the children once the bell has rung! If you need to speak to the teacher for a bit longer, wait until pick-up, send an email via info@stmargaretslee.lewisham.sch.uk or arrange a meeting with the teacher.

	Trainers everyday please, no hoop earrings and keep long hair tied back
	Come and collect your child at pickup. We don't want children running off because they think they can see their adult.