

Naunton Park Primary School



Reception Curriculum Handbook

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1. About this handbook

This handbook has been produced by the Reception Staff to support the information given at the Reception Curriculum Evening. Please use it as a reference point throughout the year but remember the Reception Staff will always be happy to answer any further questions that you have.

2. Foundation Stage

The Early Years Foundation Stage Curriculum begins at birth and continues to the end of the Reception Year. It is a mandatory document for all school and early years' providers in Ofsted registered settings attended by young children – that is children from birth to the end of the academic year in which a child has their fifth birthday.

The Early Years Foundation Stage principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

There are seven areas of learning;

Prime Areas – these are fundamental, work together and are there to support the development in all other areas –

Personal, Social and Emotional Development

Communication and Language

Physical Development

Specific Areas – include essential skills and knowledge for children to participate successfully in society.

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Characteristics of Effective Learning;

The characteristics of effective learning and the prime and specific areas of learning and development are all interconnected. The ways in which the child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and exploring – engagement	Active learning – motivation	Creating and thinking critically – thinking
Finding out and exploring Playing with what they know Being willing to have a go	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Having their own ideas Making links Choosing ways to do things

3. Classroom Organisation – Continuous Provision

Continuous Provision means resources are stored in a familiar place, enabling children to access with familiarity whilst storing and putting things back where they belong. For half a term, familiar resources will be stored in the same place. Children know where they are and can confidently use them to support their learning. Staff are also to support and enhance learning further with additional resources, questions and knowledge. Continuous Provision takes away the 'what will the classroom look like tomorrow? What will I be expected to do?' Resources remain in the same place and provide the same continuity. Children are able to return to learning from the previous day, extend it, alter and change it, developing their thinking and whilst making exchanged with peers develop their ideas.

Gone are the times of worksheets. Here are the times of clipboards, different paper and mark making tools. Suggestions of additions, changes and discussions about knowledge and ideas. Interactions between peers and staff that support, change and develop ideas.

Sharing previous knowledge, but using experience to develop thinking, ideas and learning. Continuous Provision enables staff to use whole class learning and use resources, questions and experience with resources that are placed in familiar parts of the classroom to support and extend learning further.

The Early Years Foundation Stage curriculum dictates within its statutory requirements that children have the opportunity to initiate their own activities, resource their learning independently and continue this learning with support of their peers and adults. Adults will need to have frequent opportunities to observe the children at 'work' and plan further interesting and motivating experiences for each child.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

4. Mathematics

We use the NCETM (National Centre for Excellence in the Teaching of Mathematics) scheme to teach maths.

We have been very busy finding out what your child knows about numbers. “Can you count to 10?” “Can you count higher than 10?” “What is the biggest number you know?” “Which numbers can you see, what are their names?” “Can you count these objects?” The information that we now have will enable us to select and plan activities that meet the individual learning needs of your child.

Initial number work will include practical based activities that involve lots of discussion teaching new language and connect such language to a concrete skill. Recognising different quantities of objects to 5 without counting them. Knowing number bonds to 5 ($0+5$, $1+4$, $2+3$) and some number bonds to 10 ($0+10$, $1+9$ etc) including and talking about doubles. Counting out loud beyond 20, talking about numerals and their shape and moving on to number formation. Counting and making correct sets of numbers then progresses to combining sets together (finding out ‘How many altogether?’), simple addition and subtraction and using this knowledge to solve number problems with more independence. Using vocabulary greater/less than or the same as when comparing quantities. We are already modelling the ‘formal’ recording of addition number sentences using + and =. Exploring and recognising patterns in numbers, including doubles, evens and odds.

We use Number Blocks as an additional resource to support the teaching of number.

There will be opportunities for the children to learn and connect language of shape, space and measure to real objects and experiences. We use language such as; Capacity – full/empty – making use of the sand and water trays, milk cartons

Length – longer/shorter than – measuring themselves, sorting and making beds for toys, comparing lengths

Height – taller/shorter than when comparing heights

Weight – heavier/lighter than – a bag of shopping, sand and water trays, scales, kitchen roll and a bag of sugar

Shape – circle, rectangle, triangle, square, cube, cuboid, sphere, cone and cylinder.

Information Communication Technology (I.C.T.):

This is an integral part of our classroom day in reception. We have found more recently that many children come into school with computer skills. We teach them to work through the various programs that are available at school. They have the opportunity to learn how to use programs that are unfamiliar to them on the Interactive Whiteboard [IWB] (the wall mounted computer screen).

Photographing work using the iPad happens on a daily basis and the children can help to are encouraged to edit photos using the IWB. The iPads have recently been used to support story work with talking books and puzzles/games linked to topic work.

R.E:

We talk about family, friends and belonging to groups. We think about good/bad and how that relates to school, friendships and behaviours. We also learn about faiths and how different festivals in the year are celebrated – Christmas, Easter and Diwali. We talk about places and stories that are special.

Through each termly 'Curriculum Map' there will be opportunities to talk about and share images and knowledge of other countries, cultures, people, buildings, different beliefs and festivals.

We visit the church as a school for Harvest Festival and the vicar is invited to school to talk to the children about religious festivals and stories that are special including those from the bible.

7. Expressive Arts and Design:

(broken down into National Curriculum subject components)

Art: During their reception year your child will have the opportunity to create pieces of artwork in 2D and 3D forms. They will paint, print, draw, collage, model using clay, play dough and junk, colour and trace and produce textile art. Many of these tasks will be repeated at regular intervals throughout the year and enable the children to develop and practise the techniques that they have learnt.

Role-Play Area Conversion: during the year the role play areas in the classrooms may be converted to create a play area that is linked to the theme. We have made post-offices, hairdressers, vets, houses, farm shops and cafes to name but a few. At the children's request (to support continuous provision) we have also moved role play areas outside or set up incidental areas within the classroom in addition to existing areas.

Small World Play: This form of play is resourced by lego, playmobil, duplo, small figures, cars, lorries etc. These small and often known environments enable the children to retell stories and take on roles that they are familiar with – hospital, the park, dolls house etc.

Music: We follow a scheme called Charanga. The children have the opportunity to listen to and apprise music, sing, play tuned percussion and improvise. The children will learn songs and play singing games. They will take part in the Christmas play. They will learn about low/high, loud/quiet, fast/slow, beat and tempo, structure, texture and timbre during class music lessons. They will also be able to play non-tuned percussion instruments – drums, claves, sticks, tambourines etc. They learn to play the glockenspiel, accompanying music and singing. During the year there are also opportunities for them to be part of an audience and watch musical performances.

Dance: As part of P.E. your child will have the opportunity to dance. This includes theme based dance (pets, mini-beasts) and movement often with the use of simple music or percussion. They will also have the opportunity to create their own movements to music during child-initiated play.

8. Physical Development:

PE lessons from the Get Set PE scheme cover gym, games and dance and form part of our weekly PE sessions. Gross motor development includes moving safely around each other, obstacles and equipment. Showing strength, balance and co-ordination. Moving energetically whilst running, jumping, dancing, hopping, skipping and climbing. In addition to this will be weekly opportunities to use the trim track and the large playground equipment. There will be daily access to physical development activities in the outside area that will develop fine and gross-motor skills.

In the FS unit children complete daily handwriting activities and will have regular access to 'hand gym' and other resources used to develop fine motor skills. Regular practice with hand gym activities improves fine motor skill and control. Developing ability to control pen, pencils and mark making tools alongside the ability to use small tools including scissors, paintbrushes and cutlery.

9. Personal, Social and Emotional Development:

The developmental needs within this area are met in all aspects of school life. This may include targeted activities that address specific skills or it may be more incidental as opportunities arise in the school day e.g. taking turns, saying sorry, using please and thank-you, looking after a friend etc. Circle time is an opportunity to address the development of key skills, encourage teamwork and the ability to take turns when speaking and listening.

Self-Regulation – thinking about themselves and others, starting to regulate behaviour. Having goals to work towards – challenging ideas and learning. Responding to others and following instructions.

Managing Self – trying new activities, being independent, resilient and perseverance

Relationships and behaviour at Naunton Park

Positive relationships (with peers, with staff, with parents...with everyone) is key!

- Relationships help motivate children;
- Relationships help children achieve well;
- Relationships affect how children come into school in the morning and can determine how their day will be;
- We can learn through relationships and learn from them;
- Relationships can help solve a problem and find a solution;
- Relationships enable us to reflect and to move forwards.

To overcome a problem, if or when one arises, we want your child to feel confident to talk about it, to reflect, learn and move forwards in a positive way.

To do this, we discuss questions like:

- What happened?
- What were you thinking or feeling at the time?
- What do you think or feel now?
- Who's been affected? Has it affected you?
- What's needed to make things right?
- What have we learned from this?

We might begin by using this simplified version with younger children. You might want to try the same approach at home.

- When you do.....
- It makes me feel.....
- So I need you to.....

10. Play:

This is an important and integral part of the whole reception curriculum. Many play-based activities and much of the play that goes on will cover more than one area of learning. Play can teach skills, practise skills, develop skills, 'try out' ideas in a safe environment, retell stories and experiences, use and develop their language and listening skills, enhance personal and social skills and so much more.

In reception your child will 'play' every day.

Some play is planned by reception staff and some is initiated by the children and developed further through interactions between child and adult, child and partner, child and peers or as a result of the resources available. Therefore, outcomes will either be identified in advance by staff or reflected on during and after a child-initiated learning experience. If your child comes home and says 'I played all day,' we think that is fantastic because it has enabled them to have the most hands-on, interesting and motivating learning experience that is possible.

The Early Years Foundation Stage curriculum dictates within its statutory requirements that children have the opportunity to initiate their own activities, resource their learning independently and continue this learning with support of their peers and adults. Adults will need to have frequent opportunities to observe the children at 'work' and plan further interesting and motivating experiences for each child.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

'You can discover more about a person in an hour of play, than in a year of work.' Plato

11. Assessing children's progress and how parents are involved:

Teachers' assessments are carried out continuously and enable accurate planning to develop learning further. Information gained through observations of children at play (often recorded on post-it notes), photographs and comments inform staff assessment on learning and development. Send 'WOW' vouchers into school, they tell us what your child has achieved at home.

There are opportunities throughout the year to report to parents – mid-year report (Term 3/4) and year-end report (Term 6). Alongside 2 parents consultation evenings in Term 1 and Term 4.

12. Additional Information:

- **Snacks:** Everyday a fruit or vegetable snack is available free from school. It is a whole school policy to encourage and promote healthy eating and an understanding that some foods that are healthy and some are not. **SNACKS CONTAINING NUTS IN ANY FORM ARE NOT ALLOWED IN SCHOOL.**
- **Coats, Jumpers and Welly Boots:** All children should bring have a coat to school every day which can be kept on their peg in the cloakroom. They should also have a jumper handy which can be put in the jumper box in the classroom and will be given out at the end of the day. If it is a wet day and your child wears wellies to school, please ensure they have school shoes to change into. However, their wellies may be worn in the outside area if they choose to work outside during the day. ***Please ensure that all clothing is named.***
- **P.E. Kit:** Your child will come into school in their PE kit on their PE days – Tuesday and Wednesday. Please ensure the kits is warm /cool enough (depending on the season) to be worn for the whole day. The kit should consist of a school PE shirt with lettering the same colour as their house, plain navy blue shorts/leggings or joggers and a pair of black plimsols or black trainers which should be clearly named and regularly checked to make sure they still fit! Long hair should be tied back on P.E days (Tuesday and Wednesday) and jewellery is not to be worn.

- **Parent Consultation Evenings:** Shortly after your child starts school you will be invited to meet their class teacher for a ten minute appointment to discuss how they have settled in and to give you an opportunity to voice any worries or triumphs! These will be held in term one and term four. These consultations are held over two evenings and you will be reminded (via the newsletter) to sign up online.
- **Reports:** In term four you will receive an interim school report and in July a final school report.
- **Reporting to teachers:** Please feel free to discuss any issues with your child's class teacher (or any available member of the reception team if necessary). We are available at the beginning of the school day for small messages/issues. However, if it is an issue you know will take more time or has the potential to take more time please make an appointment for after school. Please be mindful that when the whistle goes at 8:45 a.m. the Reception Staff work together to settle your child into school and your child will start completing their 'Morning Mission' activities.
- **Timings:** The children welcomed into school via the playground and their class gate in the coloured fence from 8:45. School finishes at 3:15 and you will be able to pick up your child from the lower playground.
- **Homework:** Every term a new 'Curriculum Map' is posted on the website. It will inform you about the learning that will be happening at school that term. It may contain ideas for activities or ways in which you can support their learning at home or whilst 'out and about'. In addition to this your child will bring a reading Sounds Write book for your child to read to you at home and a library book to share. You can also use the list at the end of this booklet titled 'Alternative suggestions to reading' for further ideas.
- **Helping in the classroom:** Please contact the school office. All help no matter how much time you can give is always greatly appreciated.

- **Rules – Ready, Respectful and Safe:** These are our school rules and will be consistently referred to in and around the classroom. In addition, the children are encouraged to show resilience, persistence and effort.

Forest Learning:

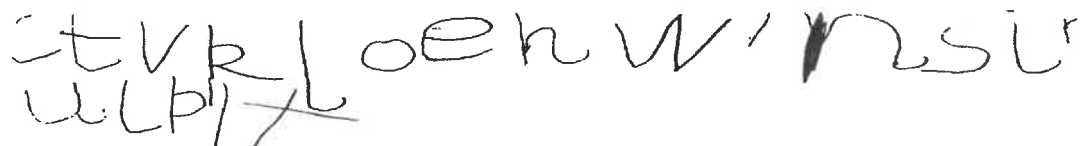
- We have been very excited to introduce Forest School to our curriculum at Naunton Park Primary School over the last year or so. The outdoor classroom, which continues to develop, is where we base our sessions and, so far, several classes across the school have enjoyed learning in this way.
- During Forest Learning lessons, children have the opportunity to direct and explore their own learning in an outdoor environment, take risks and tackle tasks such as tool use and nature related investigations. Additionally, the fire pit is used, often to create camp-style food and drink.
- Forest Learning Uniform – to be worn on Forest Learning days only - navy blue long sleeve top, navy blue jogging bottoms/cargo trousers and/or waterproofs, navy blue jumper, trainers/wellies or outdoor boots, coats will be worn depending on the weather.
There might be times when teachers choose to take the class into the forest learning area to complete learning. This will be different from a forest learning day and will not require forest learning uniform.
- We also ask that children bring spare trousers into school with them in case they get wet. We also ask that long hair is tied back. Please check the forecast ahead of your child's scheduled lessons to ensure that your child comes to school in the appropriate clothing.

5. Literacy: Writing – Stages of development

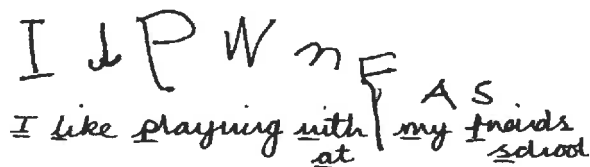
Emergent writing – random squiggles. Lines (joined or printed) or attempts at unrecognisable letter shapes



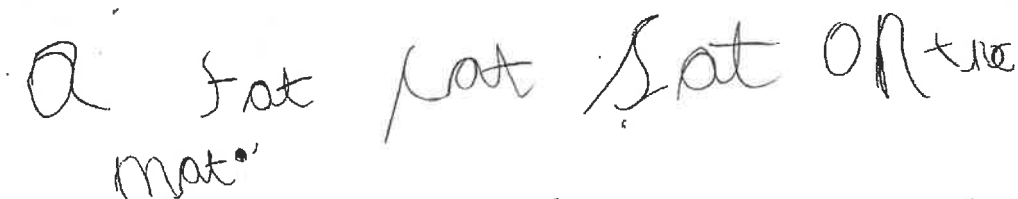
Random recognisable letter shapes (sometimes letters from their name)



Using initial and end sounds

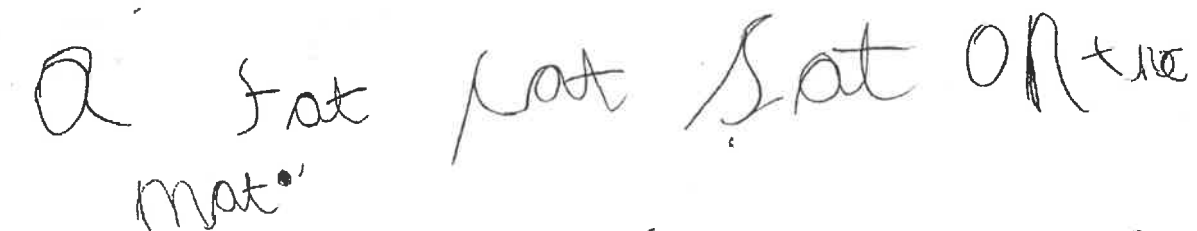


Using initial/end sounds and some known keywords (I, the, and, it etc)



Using initial, mid and end sounds and some known keywords

Building two and three letter words (CVC= Consonant Vowel Consonant e.g. cat, Consonant blend e.g. fr og and digraphs e.g. ship, chip, thin, boat,), beginning to use finger spaces in between words and thinking about capital letters and full stops (with a teacher reminder!)



Building words phonologically as they sound from beginning to end, putting spaces between words with more independence and putting a capital letter at the beginning and a full-stop at the end of a sentence.



I went to the beach
and I saw my baby
cousin.

Sounds Write Phonics:

- Sounds Write is a linguistic phonics programme
- It begins with the sounds in language and moves from the sounds to the written word (think sounds first and is based on whole words)
- Learning our own language is biologically primary knowledge (things we learn naturally)
- Reading, writing are biologically secondary knowledge. It is invented knowledge and has to be taught explicitly This knowledge is not stored in the same way.
- Its aim is to teach children to read (not reading comprehension skills)

Sounds-Write conceptual knowledge

- letters are symbols (spellings) that represent sounds
- a sound may be spelled by 1, 2 or 3 letters
sh ch wh ck th ng tch
- letters represent sounds not make sounds
- letters are symbols (spellings) that represent sounds
- a sound may be spelled by 1,2,3, or 4 letters a rain sleigh learn burn
- the same sound can be spelled in more than one way toe snow
- many spellings can represent more than one sound snow cow
- letters represent sounds not make sounds

Sounds-Write 3 key skills

- segmenting cat c a t
- blending cat
- phoneme manipulation cat cot hot

In your child's book bag there will also be a Reading Record that will allow you to communicate with us about your child's reading at home. We ask you to date the book every time you hear your child read and make comments as you wish. The teacher will always use their professional judgement to ensure that your child is reading the book that is appropriate for them. Please encourage your child to look at non-school books, signs, labels, magazines and comics. Once they have set off on the road to reading they are often delighted to be able to read single words or read entire 'old favourite' stories of their own.

Phonics: Please help your children by learning alongside them and encourage 'pure sounds' e.g. mmmm rather than 'mu' and ssss rather than 'su'. Your children will have a laminated card in their book-bag that will show both the upper and lower case letter shape and a picture reminding them (and you!) of the action to match. Please make sure these boards are always available in your child's book-bag.

You can help your child with their sounds learning by, pointing to letter shapes in their environment e.g. car registration plates, billboards, shop names, product names. Games such as I-spy help with the recognition of sounds at the beginning of words.

When modelling letter shapes at home, please make sure that you write predominantly using lower case letters. It is important that the children begin to recognise both lower case and capital letters. Although during the teaching of early writing it may seem clearer to use capitals (for ease of copying), this will confuse children as their writing develops.

The learning and retention of sounds is integral to all areas of the development of reading and writing skills.

Communication and Language:

Listening, Attention and Understanding:

We encourage every child to be an active listener, to recognise that there needs to be a time to listen alongside a time to speak and often the two go hand in hand (questions and answers).

An attentive listener will have the opportunity to learn and practice new vocabulary, connect ideas and articulate their thoughts and understanding and share their knowledge. Opportunities to reflect what they have heard will be displayed in an ability to ask and answer questions.

Speaking:

Much of our work and the children's development is dependent on oral communication. Each individual is encouraged to develop their language at every opportunity. This may be through conversation one to one or with a larger group, connecting task related words to an activity (see Problem Solving, Reasoning and Number), joining in a conversation, initiating a conversation, asking and answering questions. Language development is linked closely to listening skills, enabling the speaker to engage in stories and tell their own and try newly learnt vocabulary in different contexts. To remember to take turns when speaking, and speaking with understanding of what has been asked and answering with clarity. Using words instead of actions to communicate feelings, needs and wishes.

Talk 4 Writing

Children will learn to orally retell one story a term. They will practice and learn to do this from memory to perform to others. They will learn Talk4Write actions for first, next, then and finally and make links to these parts of the story.

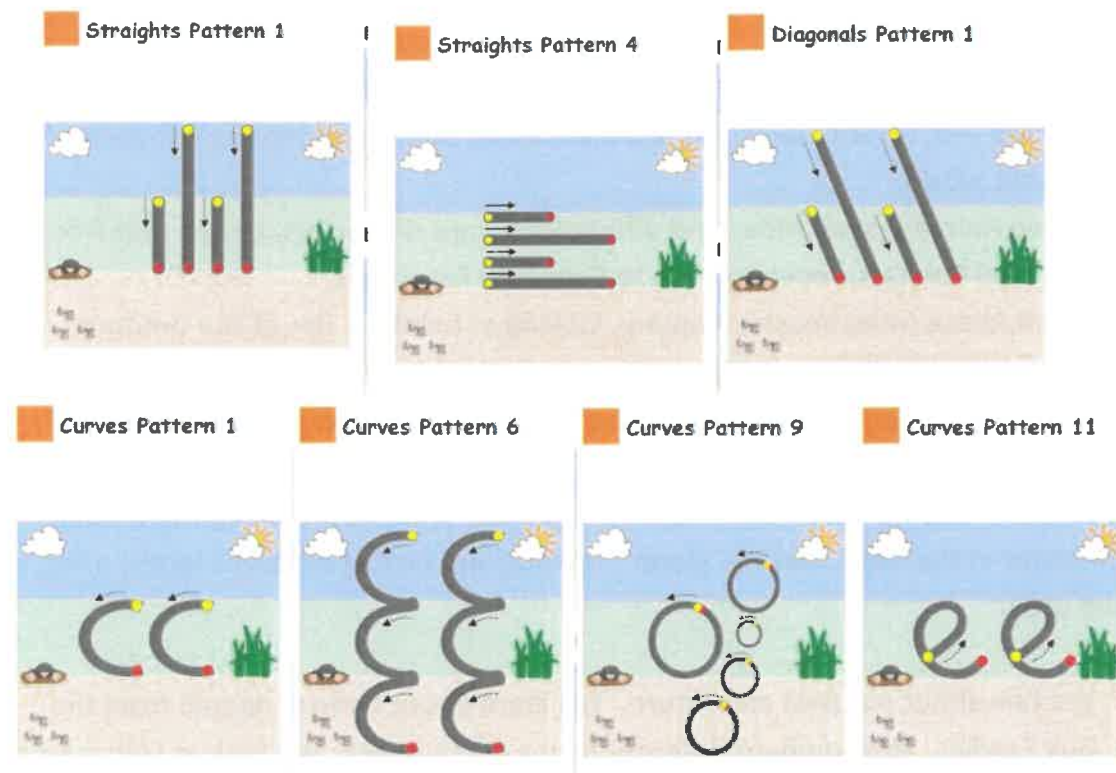
This oral retell will support other Talk4Wrting work that will be completed in class including – story sequence, contributing to a class story map, labelling images from the story, writing lists of characters and/or settings.

Children will use this learning to support their writing of simple sentences.

Handwriting:

At NPPS we use the Teach Handwriting scheme. Handwriting is practised daily to practise correct letter formation through different patterns. Children are also taught the 4 Ps – posture, pencil, paper and pressure. Early attempts at imitating writing are often squiggles of joined lines.

Many letter shapes can be formed from letter families, leaving the few letters that don't fit to be taught separately. Some examples are shown below -



Regular handwriting practice means that at the end of the reception year most letters are correctly formed; children can write increased speed and fluency.

6. Understanding the World (Past and Present, People, Culture and Communities, The Natural World):

(broken down into National Curriculum components)

Science:

- Light and Dark; sources of light, electricity, planets, the sun and the earth, nocturnal animals
- *Journeys*; our world, hot, cold, wet, and dry countries, weather, maps, atlases and the globe
- Let's Grow; life cycles, what is needed by humans, plants and animals to grow
- Under the sea; on and above the sea life, talking about and sharing knowledge about our world
- Amazing Animals; similarities and differences, care of animals, x-rays, visit from vet, animal habitats, reception trip to Cotswold Farm Park
- Out and About (mini beasts); naming, looking at habitats, use of the outdoor classroom, similarities and differences, symmetry.

Some science activities are extra to our theme work and allow the children to ask and answer 'why', 'because', 'how', 'what if' and 'when' questions. Tasks may include huge lumps of ice and cold/warm water, ice balloons, potato skin boats making them float, too much water in the sand, making 'gloop', cooking and tasting different foods, using the nature area.

History: We talk about our past and future. We learn about famous people from the past e.g. Guy Fawkes. We compare different forms of transport. We look at light forms from the past and present.

Geography: We identify different uses of all the areas of our school. We use simple geographical language to name parts of our local environment e.g. houses, shops, woods, hills, hedges, roads and park etc. We have used our school environment and followed picture clues to complete a journey and written clues to finish a treasure hunt. We make a maps of our house and familiar routes (see links with science).

Design Technology: We use reclaimed materials (junk and paper) to make models throughout the year. By building on skills children have their models may have more significant requirements. We also ask children to participate in construction challenges linked to the theme e.g. make a bridge for a Billy goat that stands up using masking tape and a single sheet of paper!

Suggestions to help with reading or as a reading alternative	
1.	Look at the front cover of the book and talk about what you think the story may be about
2.	Look at the back cover of the book and talk about what you think the story may be about
3.	Tell the story by looking at the pictures
4.	Listen to the story being told by someone else
5.	Retell the story having heard it using their own words
6.	Retell the story pointing to each word as you read (with a reading finger)
7.	Predict what you think might happen next
8.	Predict what could happen after the last page of the story
9.	Find a word in the text that is suggested by someone else
10.	Find a sound at the beginning, middle or end of a word
11.	Can you point to the word that begins with the letter 'c' etc
12.	Can you point to the word that ends with the letter 's' etc
13.	Can you point to the object in the picture that begins with.....?
14.	How many times can you find the word.... on different pages in the book
15.	How many times can you count the letter.... throughout the story
16.	Practise making the sound and the child says the letter name
17.	Use magnetic letters on a roasting tray and select the correct one when a sound is made
18.	Select the correct foam letter when suggested in the bath – name or sound it
19.	Complete a letter jigsaw puzzle
20.	Complete a rhyming jigsaw puzzle
21.	Complete a build a word jigsaw puzzle
22.	Make up a silly rhyming sentence – That hat sat on the cat'.
23.	Use magnetic or foam letters to attempt to build three letter words

Space for your notes:

Day	9:00 – 9:05	9:05-9:30	9.30-9.40	9:40-10:20	10:20 – 10:30	10:30-10:45	10:45-11:45	12:45-12:50-12:50	12:50-1:20	1:20-2:30	2:30-3:00	3:05-3:15
Mon	Reg	Assembly / Phonics	B	Circle Time – check in Continuous provision - orientation	Snack	T4W	Continuous Provision / HW	Reg	Maths	PSHE Continuous Provision / HW Knowledge and Understanding of the World	Whole Class Teaching of Reading (WCTR)	Home Time
Tues	Reg	Phonics	R	PE Continuous Provision guided practice – supporting learning in CP with questions, enhancing resources and extending ideas	Snack	T4W	Continuous Provision / HW	Reg	Maths	Skills Teach Continuous Provision / HW	Music	HT
Wed	Reg	Phonics	E		Snack	T4W	Continuous Provision / HW	Reg	Maths	KUW/ Continuous Provision / HW	WCTR	HT
Thur	Reg	Phonics	A	Continuous Provision - guided practice	Snack	T4W	Continuous Provision / HW	Reg	Maths	KUW/ Continuous Provision / HW	Buddy Reading	HT
Fri	Reg	Phonics	K	Continuous Provision / HW Forest School	Snack	T4W	Continuous Provision / HW Forest school	Reg	Practical Maths	Floor book KUW share Continuous Provision / HW	WCTR	HT

