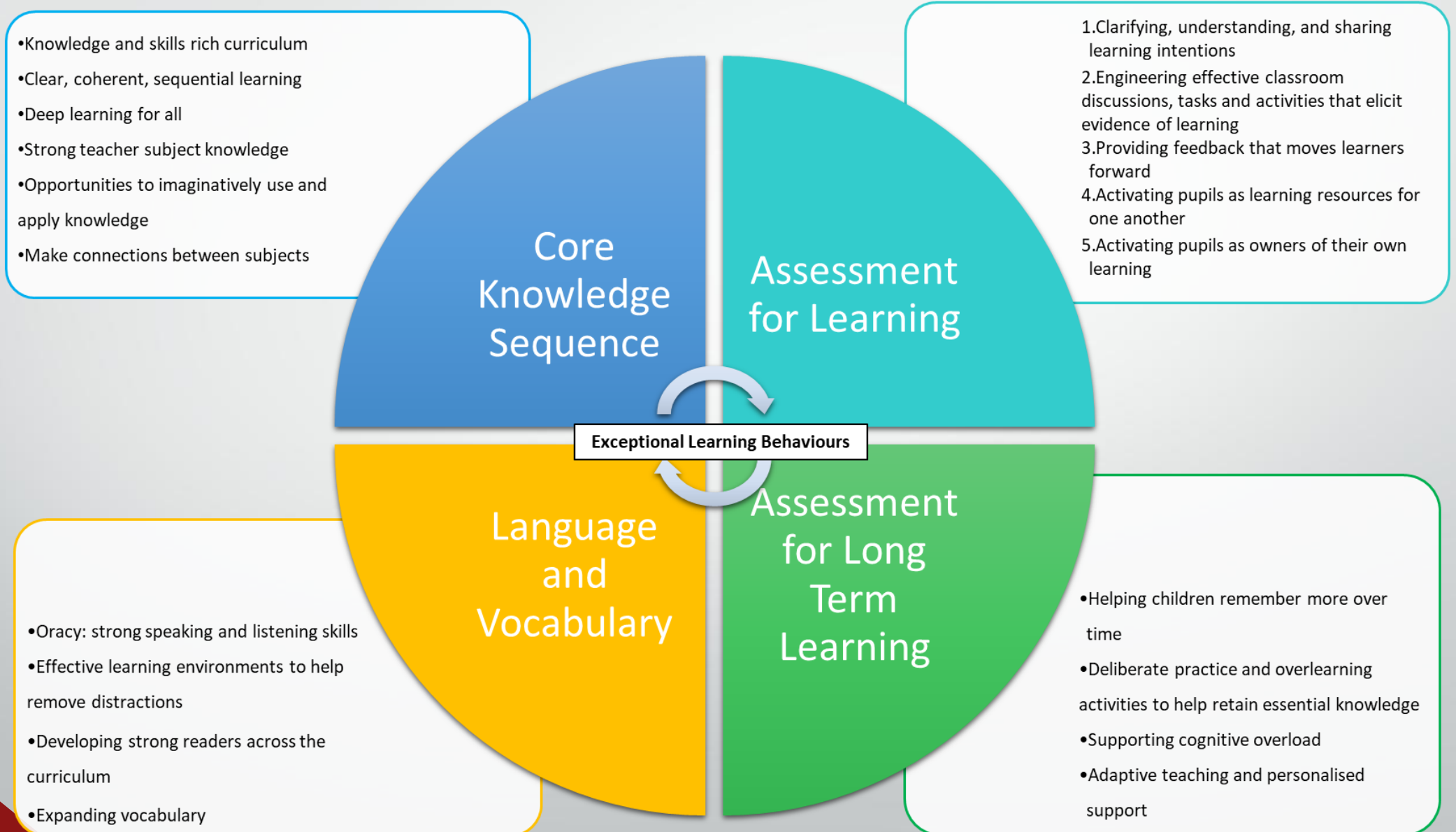




Reception Curriculum Evening

How is our curriculum organised?



Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number 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.

Numerical Patterns

- 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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- 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.

Word Reading

- 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.

Writing

- 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.

Which subjects are taught at Bramhope?

Mathematics
Science
Computing

English:
Phonics
Reading
Writing

History
Geography
Spanish
RE
Personal, Social, Health Education
(PSHE)

Art and Design
Design and Technology
Music
Physical Education



WELCOME TO
BRAMHOPE PRIMARY SCHOOL

Writing

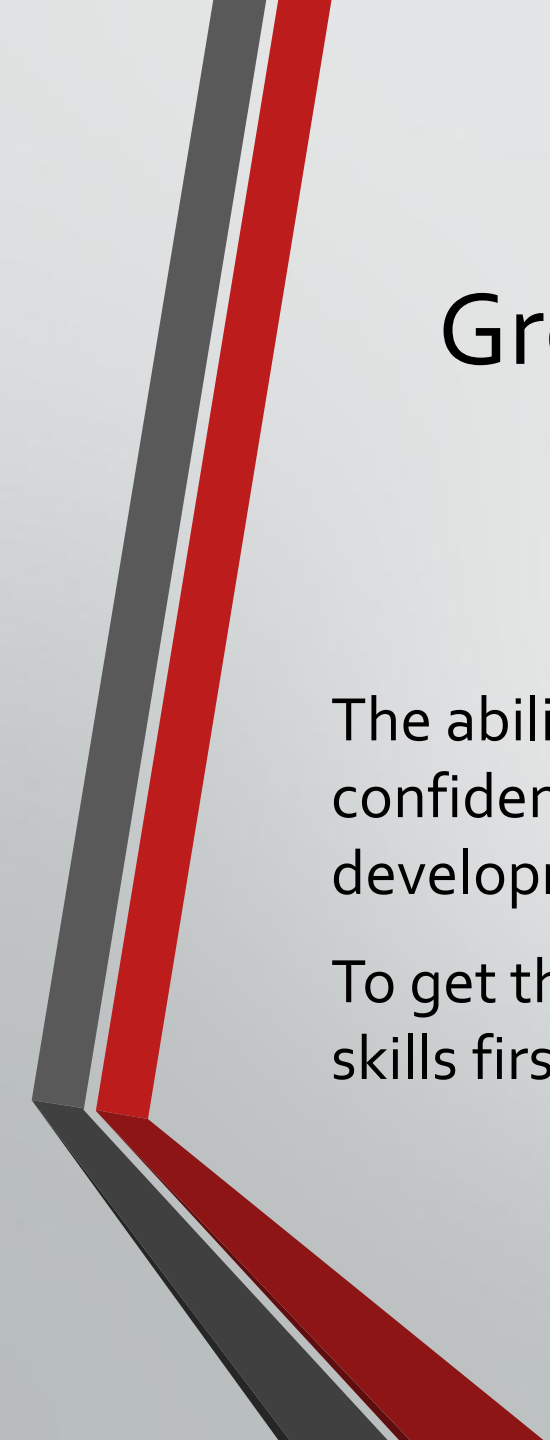
In this session we will be covering:

Developing gross and fine motor skills ready for writing

Pencil grip and seating position

The importance of reading for writing

Parent support



Gross motor skills (Physical development)

The ability to write is very complex. Not only do children need to have the confidence to pick up a pencil and make marks on paper, they also need to be developmentally ready to write with strong core and hand muscles.

To get the children ready for writing, we need to develop their gross motor skills first. (focus for Autumn term)

How do we develop gross motor skills?

Sweeping

Climbing

Rolling tyres

Our outdoor area!

Running

Painting

Mixing

Lifting

Digging

An example....

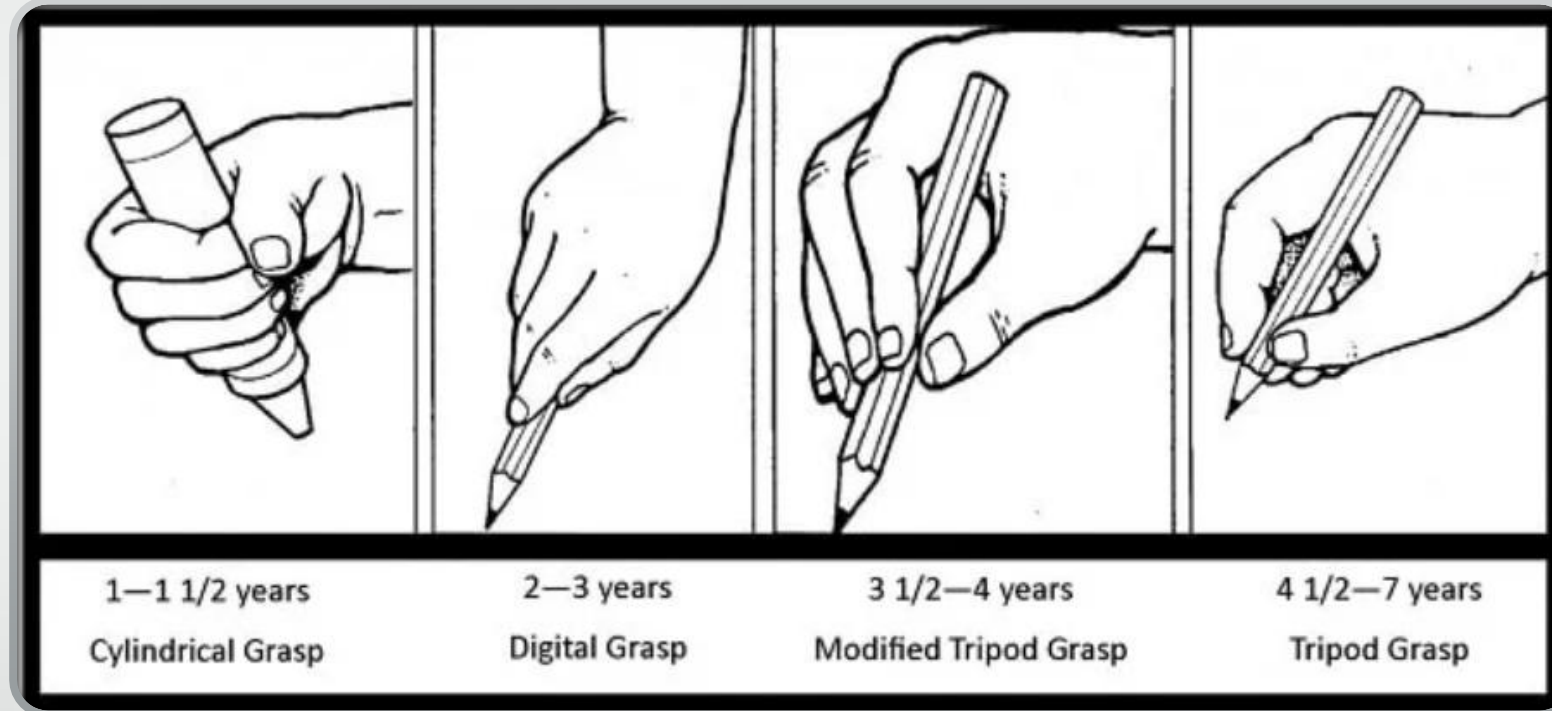
Tyres

- The children love to create obstacle courses, trains, pirate ships and many other games with the tyres.
- During this play, they are lifting, pushing, twisting and rolling the tyres.
- This is strengthening their shoulder, elbow and wrist muscles.
- Strengthening these muscles is essential for writing.



Gross motor physical development progression

1. Shoulder pivot
2. Elbow pivot
3. Wrist pivot
4. Fine motor triangulators



Fine motor skills

ELG Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing

- **Morning activities**

During soft start, fine motor activities are put out for children to develop their fine motor skills including; threading, hama beads, tweezers, multi-link, various construction materials, cutting, colouring, drawing, multisensory mark making (sand trays) etc..

- **Using tools (school or home)**

Scissors, paint brushes, cutlery, garden tools, hammers, screwdrivers, saws, cooking utensils.

- **Handwriting**



Best seating position

- **Bottom right back on the chair with no gaps;** feet flat on the floor; chair tucked into the table; ... table and chair are a comfortable size for the child.



How will writing be taught?

It is progressive across the year

Autumn

- Through RWI phonics sessions, the children will be taught to form the letters using RWI rhymes. For example, a is round the apple and down the leaf, m is maisy mountain mountain
- The children practice writing the sound in a book, sat at a table.
- They are taught to use their phonetic knowledge to begin to segment sounds for writing words and when they are ready to write phrases and sentences.

Spring

- Additional adult led small groups are introduced during provision time and each child will work with the teacher once a week.
- Specific handwriting sessions are introduced using Nelson handwriting programme, which links to Read write inc

Summer

- Adult led groups and handwriting lessons continue
- Writing challenges will be given in provision.

How will writing be taught during provision?

Children will be encouraged to write for a purpose during their learning through play. Initially they will need adult support but as the year progresses their independence will grow.

Autumn

Label models and pictures with their name.

Mark make with chalk, paint, pencils, crayons etc..

With adult support make signs for their construction or in role play e.g open or closed sign for a shop

Spring

Label models and pictures with their name and begin to add labels.

With increasing independence, make signs for their construction or in role play.

Have a go at the writing activity set up in the writing area.

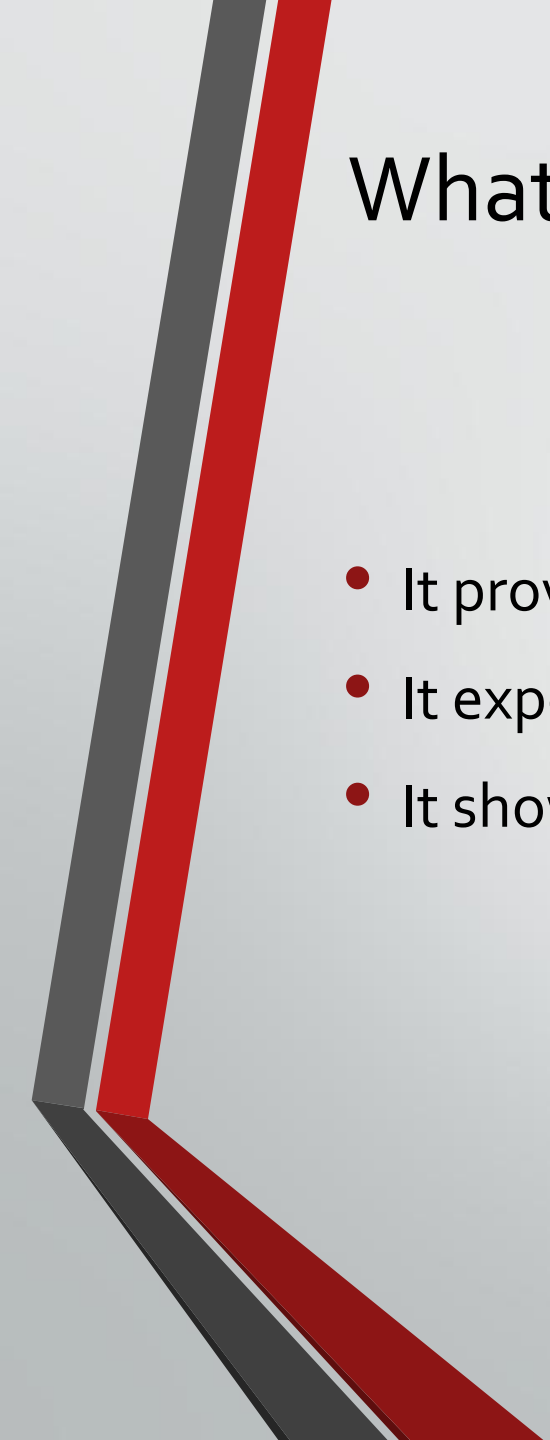
Summer

Make their own story and non-fiction books

Write their own cards to send to people.

Write lists in the role play.

Write a plan for their construction, what they will need and how to make it.



What role does reading play in developing writers?

- It provides rich language and vocabulary
- It exposes children to different genres
- It shows that we can write for different purposes

Writing ELG

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.

I Went hors ried in
that was fun.

Independent writing towards
the end of the first year:
Children have made phonically
plausible attempts.



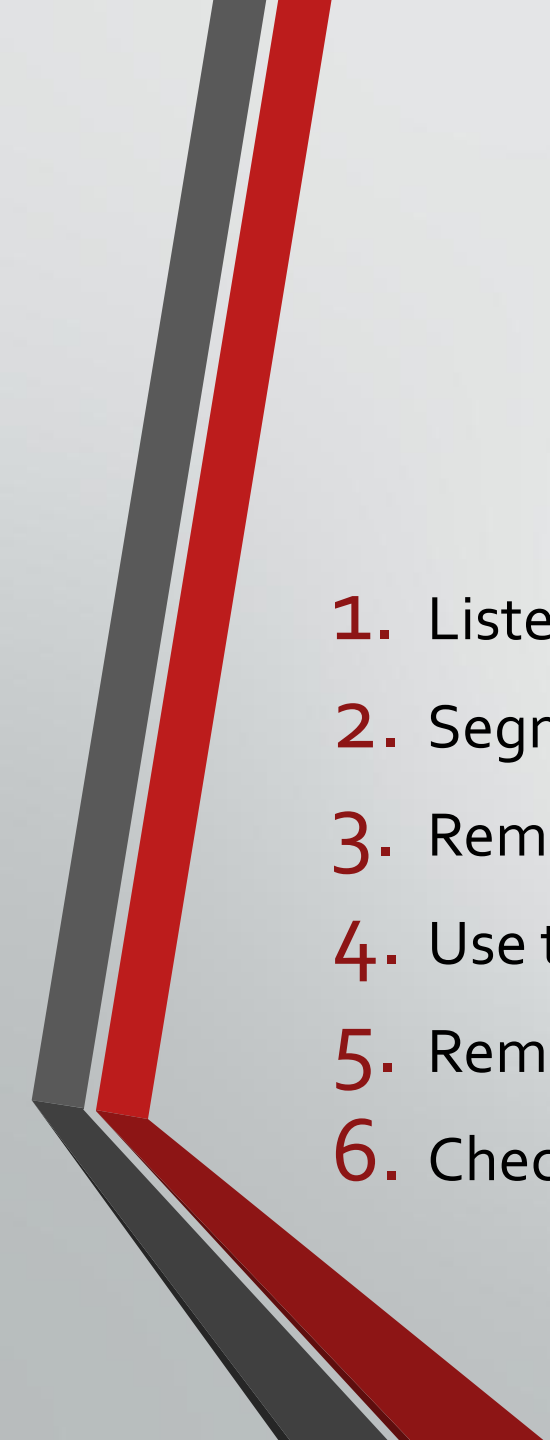
What are phonically plausible attempts?

The teechir was eeting a cayk.

The bird floo away.

Parent support

- Your support in your child's learning is invaluable.
- Help your child to write their name and form the letters in their name correctly. (Autumn term)
- Ask your child about the sounds they have been learning. Watch the phonics videos that we have shared with you. Encourage your child to have a go and use phonically plausible attempts when writing words.
- Encourage your children to watch you write for reason, e.g. write a shopping list, write letters/cards etc... Don't always use your phone!



Breaking it down with your child

1. Listen to the word e.g. cat.
2. Segment the sounds in a word e.g. c-a-t (Fred fingers)
3. Remember the letter for each sound
4. Use the correct pencil grip to form the letters
5. Remember to write from left to right
6. Check you have written the word correctly



Thank you for listening.

Any questions?