



Curriculum Afternoon

Welcome to Reception!

- ▶ Miss Lyons- Apple class teacher
- ▶ Mrs Smith- Acorns class teacher
- ▶ Mrs Longworth
- ▶ Mrs Allan
- ▶ Miss Mohad



Our expectations



- ▶ Look after your own belongings- please name everything!
- ▶ Come to school on time every day.
- ▶ Put your coat on and take it off independently.
- ▶ Get yourself changed if needed.
- ▶ Complete homework.
- ▶ Come in correct uniform including school shoes.
- ▶ Come in correct PE kit on Mondays.
- ▶ Come in outdoor learning clothes on Fridays- bring wellies and wetsuits.

Communication

- ▶ Weekly newsletter on Sway. The link will come through Bromcom.
- ▶ Come to the classroom door!
- ▶ Observations on Tapestry.
- ▶ Curriculum newsletters termly.
- ▶ Class teacher in the first instance.
- ▶ Contact office to arrange an appointment.
- ▶ SEND queries to Mrs Mughal.
- ▶ Parents evenings in October and February.
- ▶ Written report in July.

Early Learning Goals

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

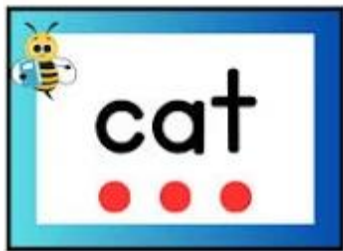
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

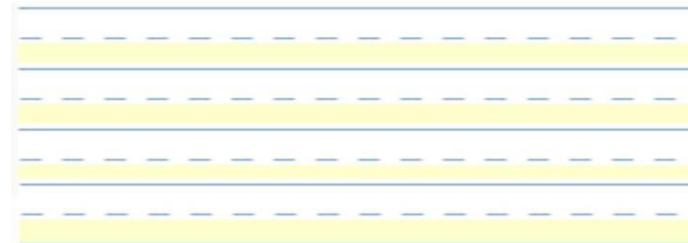
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Literacy

- ▶ ELG: Comprehension - Children demonstrate understanding of what has been read.
- ▶ ELG: Word Reading - Children read simple sentences using phonics.
- ▶ ELG: Writing - Children write recognisable letters and short sentences.



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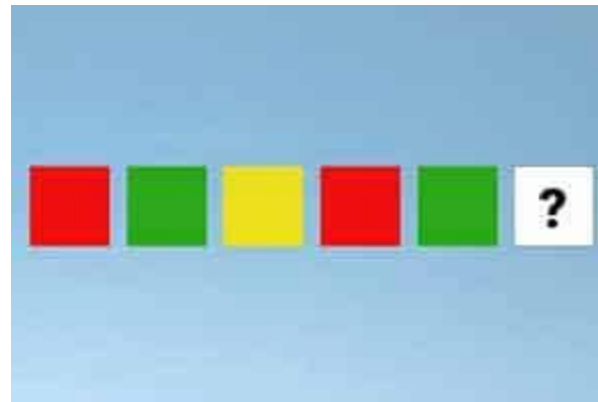
Rhymes for letter formation - taken from Read Write Inc.

a Around the apple and down the leaf.	b Down the laces to the heel and around the toe.	c Curl around the caterpillar.	d Around the dinosaurs bottom, up his tall neck & down to his toes.	e Lift off the top and scoop out the egg.	f Down the stem and draw the leaves.
g Around the girls face, down her hair and give her a curl.	h Down the head, to his hooves and over his back.	i Down the body and dot for the head.	j Down his body, curl, dot for his head.	k Down the kangaroo's body tail and leg.	l Down the long leg.
m Down Maisie, mountain, mountain.	n Down Nobby and over his net.	o All around the orange.	p Down the pirates plait and around his face.	qu Round her head, up past her earring, down her hair, and flick.	r Down the robots back and curl over his arm.
s Slither down the snake.	t Down the tower, up to the top and draw the puddle.	u Down and under, up to the top and draw the puddle.	v Down a wing, up a wing.	w Down, up, down, up.	x Down the arm and leg, repeat the other side.
y Down a horn, up a horn and under head.	z Zig-zag-zig.				↗ ↘

Maths



- ▶ ELG: Number - Children have a deep understanding of numbers to 10.
- ▶ ELG: Numerical Patterns - Children recognise patterns and relationships.



1 One		
2 Two		
3 Three		
4 Four		
5 Five		
6 Six		
7 Seven		
8 Eight		
9 Nine		
10 Ten		

Topics

- ▶ All About Me
- ▶ Once Upon a Time- Pantomime at the Hexagon
- ▶ Adventures
- ▶ Travel- Brooklands Museum
- ▶ In the Garden
- ▶ Seaside - Bournemouth beach



Important information

- ▶ PE is on Mondays so come in full PE kit.
- ▶ Outdoor Learning is every week!



	8:30-9:00	9:00-9:15	9:15-9:30	9:30-10:45		11:00-12:00		12:50-3:00					3:00-3:15
				9:30-10:30	10:30-10:45			12:50-1:00	1:00-1:20	1:20-2:30	2:30-2:45	2:45-3:00	
Monday	Register AM task	Phonics	Literacy Topic	Play and explore	Snack and story	Maths	Sing and rhyme	Register PM task	PE		Snack and story	Phonics recap Circle time	Home time
Tuesday	Register AM task	Phonics	Literacy Topic	Play and explore	Snack and story	Maths	PSED	Register PM task	UW Topic	Play and explore	Snack and story	Singing Assembly	Home time
Wednesday	Register AM task	Phonics	Literacy Topic	Play and explore	Snack and story	Maths	Sing and rhyme	Register PM task	UW Topic	Play and explore	Snack and story	Phonics recap Circle time	Home time
Thursday	Register AM task	Phonics	Literacy Topic	Play and explore	Snack and story	Maths	PSED	Register PM task	UW Topic	Play and explore	Snack and story	Assembly	Home time
Friday	Register AM task	Phonics	Play and explore		Assembly 10:20- 10:45	Maths	Sing and rhyme	Register PM task	Outdoor Learning		Snack and story	Phonics recap Circle time	Home time

Trips, visitors and experiences

- ▶ Friday 2nd October - Harvest festival performances
- ▶ Friday 11th September- EYFS Christmas performance
- ▶ Tuesday 23rd March 2027 - EYFS to Brooklands museum
- ▶ Friday 16th July 2027 - Sports day

Important upcoming dates

- ▶ Tuesday 15th September - Individual and sibling photos
- ▶ Monday 28th September - Y4 MTC information meeting
- ▶ Thursday 1st October - Non-uniform for Harvest.
- ▶ Friday 2nd October - Harvest performances.
- ▶ Tuesday 13th and Wednesday 14th October - Parents Evening meetings
- ▶ Friday 16th October - Clubs end and end of half term
- ▶ Monday 2nd November - Back to school
- ▶ Friday 4th December - Christmas Fair
- ▶ Thursday 18th December - Y1 and 2 Christmas performance

Home learning

- ▶ Set 1 sound worksheets
- ▶ Homework folders
- ▶ Read 5 times a week minimum- please record in reading records
- ▶ Tapsetry- please upload home observations! 😊



Maths Workshops for Parents and Carers in Reception and Years 1, 2, 3, 4, 5 & 6

► Maths workshops

These workshops will help you to support your child with their maths homework at home:

1. Have the confidence to support them at home.
2. Develop a growth mindset.
3. Be positive about maths.
4. Learn the skills and methods we use in school.
6. Take small steps.
7. Make maths relevant to real life

► Online safety workshops

Meadow Park Academy will be delivering a series of workshops, designed to improve parents' knowledge and understanding of the risks your child may face online.

► We will provide information about:

Advice to help parents and carers

Highlight the risks

Signposts to further resources

To sign up for Autumn 1 please click the link below:

<https://forms.cloud.microsoft/e/AwUd6Ewbm0>

Scan the QR code or sign up at the office.



Parent and Carer Maths
Workshops Sign up



Useful links

- ▶ [Times Tables Rock Stars: Play](#)
- ▶ [EdShed - Educational products for spelling, phonics, literacy and maths](#)
- ▶ [Topmarks: teaching resources, interactive resources, worksheets, homework, exam and revision help](#)