



**CROWN
STREET**
PRIMARY SCHOOL

Reception Curriculum Session
Tuesday 24th September 2024



CROWN
STREET
PRIMARY SCHOOL

*Education on another level,
where possibilities are endless*



**CROWN
STREET**
PRIMARY SCHOOL

School Rules

We are respectful

Everybody is valued and respected

We do our best

Everybody takes pride in all that they do

We make good choices

Everybody reflects on their behaviour and learns how to make good choices



**CROWN
STREET**
PRIMARY SCHOOL

Rights Respecting - Super Learners



House System

House points are awarded for achievements in accordance with our 3 School Rules, both in relation to pupils' work and how they show respect towards others.



Altius is Latin for the Olympic quality 'higher'



Citius is Latin for the Olympic quality 'faster' or 'swifter'



Fortius is Latin for the Olympic quality 'stronger'



Magnus is Latin for the qualities of 'great', 'mighty' or 'powerful'

Academic: Curriculum Overviews, Bookshelves and Character Traits

Our curriculum is mapped out for academic subjects in carefully sequenced, knowledge led 8 Year Overviews. Termly Curriculum Bookshelves are thoughtfully curated to inspire pupils whilst exploring our 6 character traits, which we believe will allow our children to succeed in their future of choice.

These character traits are:

- Kindness
- Integrity
- Citizenship
- Gratitude
- Curiosity
- Bravery



Enrichment: Cornerstones

Our enrichment curriculum is best understood through the four cornerstones that underpin it:

- Leadership & Service
- Competition & Physical Endeavour
- Culture, Creativity & Rhetoric
- Academic Aspiration

These cornerstones provide a framework for the aspects of a Laurus Primary Education that go beyond the requirements of the statutory curriculum.

Academic Curriculum

unicef UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

1
-18
DEFINITION OF A CHILD

7
NAME AND NATIONALITY

8
IDENTITY

28
ACCESS TO EDUCATION



Reception | Autumn Term



- Bravery
- Citizenship
- Curiosity
- Gratitude
- Integrity
- Kindness

unicef UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

2
NO DISCRIMINATION

8
IDENTITY

13
READING THOUGHTS FREELY

29
LIVES OF EDUCATION

CROWN STREET PRIMARY SCHOOL
Pre-School | Autumn Term

- Bravery
- Citizenship
- Curiosity
- Gratitude
- Integrity
- Kindness

Learning and Development

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graph TD; A[Learning and Development] --- B((A Unique Child)); A --- C((Positive Relationships)); A --- D((Enabling Environments));
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A Unique
Child

Positive
Relationships

Enabling
Environments

The EYFS Framework

- Playing and Exploring
- Interests and needs of the children are vital to help them build their learning over time
- Observing and assessing progress informs our next steps

The seven areas of learning and development

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

Literacy in the classroom

- Handwriting
- Writing
- Phonics
- 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.



Writing



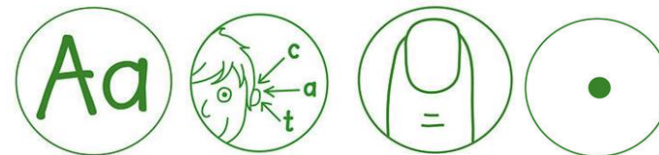
b d c z o b t o b
w e s c o z o

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

I w l b hope wen skul iz t
I lk t pla wt m frez in te
sumr tatz l t z o v fr

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.

- Emergent writing - gross and fine motor skills, mark-making, patterns and letter formation
- We don't always hear all sounds in the first instance - initial, final and then medial
- GPC (Grapheme Phoneme Correspondence)
- Finger spaces and making sense
- Talk for Writing
- Writing targets



Phonics



- Building up to 20-25 minutes daily
- Letter names and sounds
- Uppercase and lowercase letters
- Learning phonemes and graphemes
- Segmenting words into sounds and blending them back together
- Linked to Reading

Phonics

The fish went past a shark.

Know this word off by heart as it's a taught red word.

Sound it out, then blend together

f i s h

Sound it out, then blend together

p a s t

Sound it out, then blend together

sh ar k

Know this off by heart as it's a High Frequency word.

ck

ff

ll

ss

zz

qu



th



ar

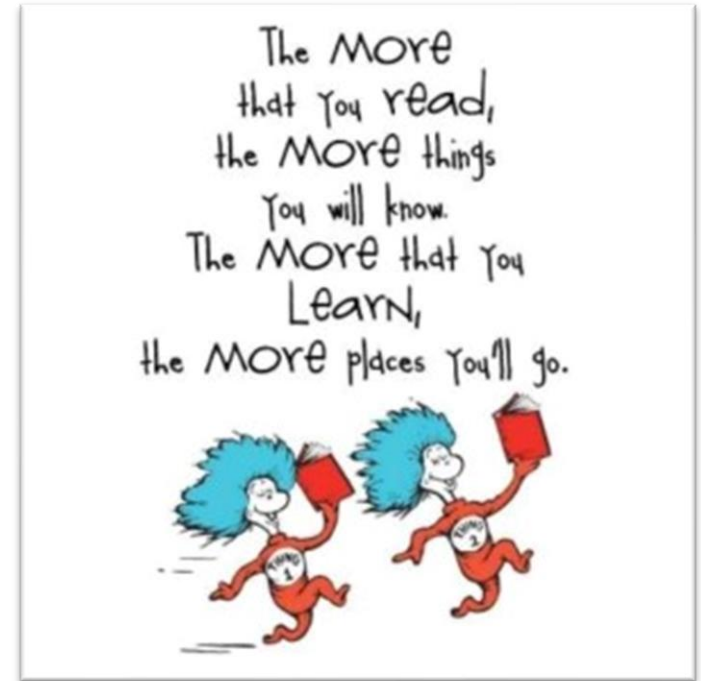


Phonics definitions

<p>Upper case letters</p> <p>Capital letters, used at the start of sentences, names (people, places) days, months and seasons.</p>	<p>Lower case letters</p> <p>Shorter and smaller versions of upper case letters.</p>	<p>Vowels</p> <p>a e i o u</p>	<p>Consonants</p> <p>b c d f g h j k l m n p q r s t v w x y z</p>
<p>Phonemes</p> <p>distinct units of sound</p>	<p>Graphemes</p> <p>Letters used to represent the phoneme</p>	<p>Digraph</p> <p>A sound made up of two letters</p> <p>sh er</p>	<p>Trigraph</p> <p>A sound made up of three letters</p> <p>igh air</p>
<p>GPC – Grapheme Phoneme Correspondence</p>			
<p>Blending <i>Say it fast</i></p> <p>Building words for reading by pushing together all the phonemes in the word.</p> <p>c – a – t = cat</p>	<p>Segmenting <i>Break it down</i></p> <p>Splitting up words for spelling by breaking up words into all their phonemes and then working out what graphemes are need to represent each phoneme</p> <p>dog = d – o – g</p>	<p>Vowel digraph</p> <p>A two-letter vowel sound</p> <p>ai ee oa</p>	<p>Pseudo words</p> <p>Words that can be decoded but are not real words</p> <p>zeep</p>
<p>Syllable</p> <p>A unit of pronunciation within a word.</p> <p>cake = 1 syllable wa ter = 2 syllables lem on ade = 3 syllables</p>	<p>Red words</p> <p>Common exception words that cannot be sounded out.</p> <p>was said</p>	<p>High Frequency words</p> <p>Words that appear very often,</p> <p>and</p>	<p>CVC word</p> <p>Word made of a consonant, vowel, consonant</p> <p>pig</p>

Reading Development

- Daily Shared Reader Sessions
 - Shared Readers from FFT
- Reading Strategies
- Red Word wallets
- Story time
- Library – Reading for Pleasure



Shared Reader 8

This week's shared reader is

Mud on the Van

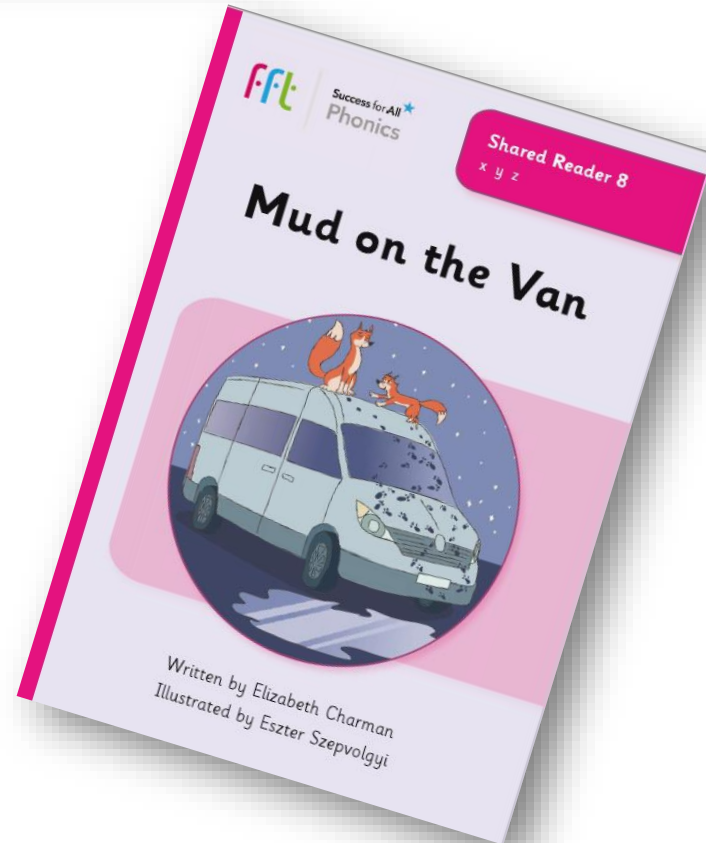
The focus phonemes are:

x - The excited fox exercises

y - Yank the yellow yo-yo

z - Zip the zig-zag zip

No new red words



Pip and Sam sip.

Green words

Practises h, b, f, ff

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

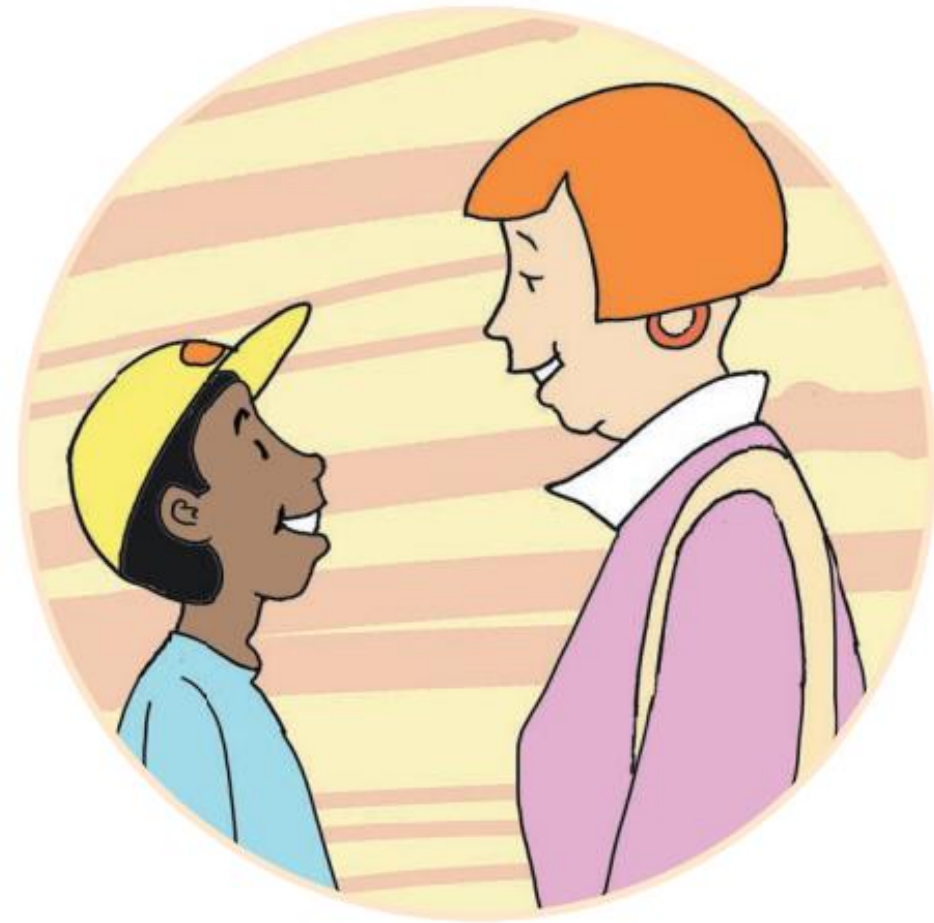
Red words

Previous red words

the

New red words

he is she



It is fun on the big red bus.

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.



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 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 i g h o o a r

Share

Visiting the Library



Top 100 Recommended Reads for Reception

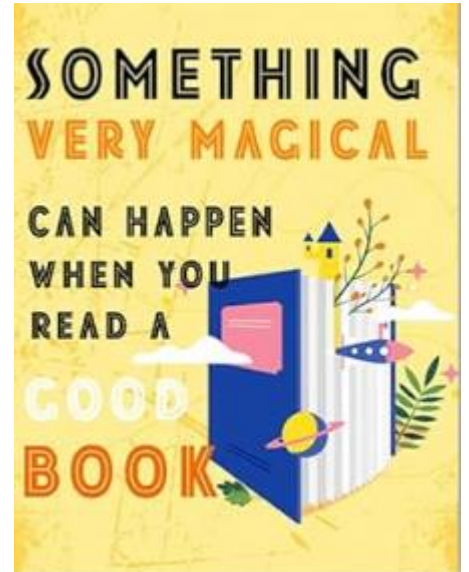


The Reader Teacher



TheReaderTeacher.com/Reception

[@MrEPrimary](https://twitter.com/MrEPrimary) [@TheReaderTeacher](https://www.youtube.com/channel/UC...)



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How can you support your child at home?

- Daily reading routine
- High frequency word wallets

	Child A	Child B
Minutes read each day	10 minutes	1 minute
Minutes per school year	1,800	180
Words read per year	800,000	8,000



Reading Books in Reception – Parent/Carer Guide

Shared Reader Books

The Shared Reader books are the tool to support learning to read. The books are matched with the current phonic step the children are on, so these books are fully decodable meaning the children are able to use the phonics they have been taught to segment, blend and read the book.

The Shared Reader book is introduced on Monday and read daily in school before being sent home on Friday to be read at home. It is then changed the following Friday. The reason the book is kept for a week is to support the children becoming fluent readers. Research has proven that books need to be read and re-read (at least three times) to support children in becoming fluent readers.

The initial read of a Shared Reader book will most likely include segmenting and blending the new sounds the children have learnt. The next few reads allow the children to apply their phonics and practise, so it is not until the book has been read a few times it will start becoming familiar. It is then that the children can start to understand and comprehend the story, but also develop their fluency by reading with intonation and considering punctuation when they read. As the books progress through the scheme they will increase in difficulty (both in content and quantity) and so the re-reading of the same book over a few days will become more essential in supporting our children becoming fluent readers who understand what they are reading.

We realise that having the same book for a long period of time may get repetitive and the children may not enjoy this as much as a book of their choice, but we would encourage the Shared Reader book to be read at home daily for a minimum of at least 10 minutes – this is to support the children in their journey to learning how to read.

How to use the Reading Record

- Record the date and an initial each time you hear your child read
- In the comments section you can briefly tell us how your child did with their reading at home, ideally once a week
- Please ensure both Reading Record and Shared Reader book are in your child's book bag and brought into school every day

Things to Remember

- Establish a reading routine in a quiet and calm area of your home
- Little and often is key, just ten minutes every day will make a real difference
- Reading practice might involve your child reading to you, red word wallet flashcards, finding red words or phonemes in books, making words/diagrams with letters
- Enjoy sharing other books together too – the Shared Readers can support learning to read, but a love of reading will come from reading books of their choice together



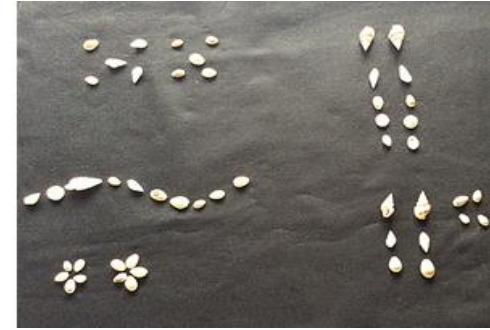
Mathematics Development

Two areas of learning are:

Number Skills

Number Pattern

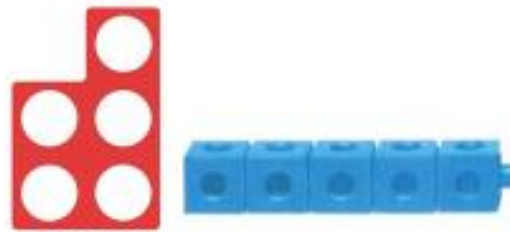
In Number by the end of EYFS:



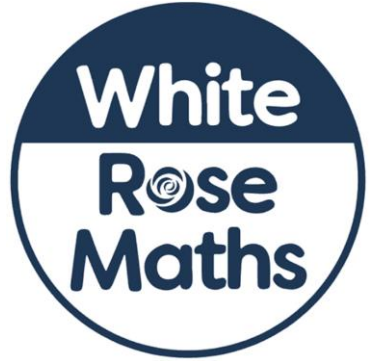
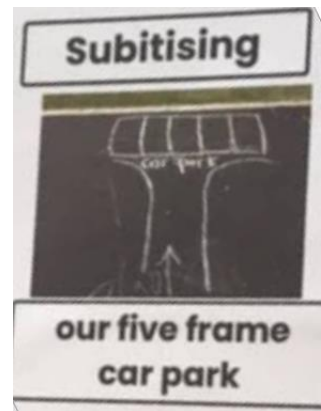
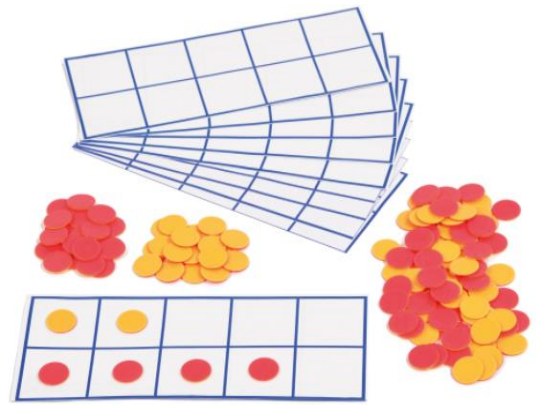
- Have a deep understanding of numbers to 10, including the composition of each number
- Subitise up to 5
- Automatically recall number bonds up to 5, including subtraction facts, and some number bonds to 10
- Double facts to 10

Subitising

Subitising is defined as the ability to instantaneously recognise the number of objects in a small group without the need to count them.

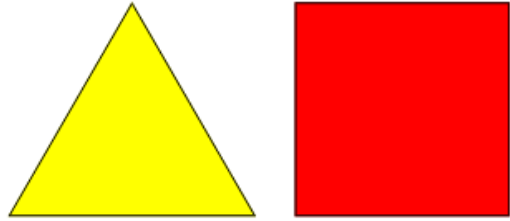


Number Skills



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
 - *odd and evens, double facts and how quantities can be distributed equally*



How can you support your child at home?

- Board games (E.g. Snakes & Ladders) and Jigsaws
- 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

Continuous Provision



Physical Development (PE)



PE Kit
White polo shirt with school logo
Plain Navy/Dark Blue shorts
Plain Navy/Dark Blue tracksuit bottoms
Plain Navy/Dark Blue Sweatshirt jumper
Trainers (no pumps) and White socks

Tapestry

- Online journal for sharing learning
- We will share photos, videos and updates
- Learning updates will be linked to the seven areas of the EYFS framework
- Encourage you to share updates from home

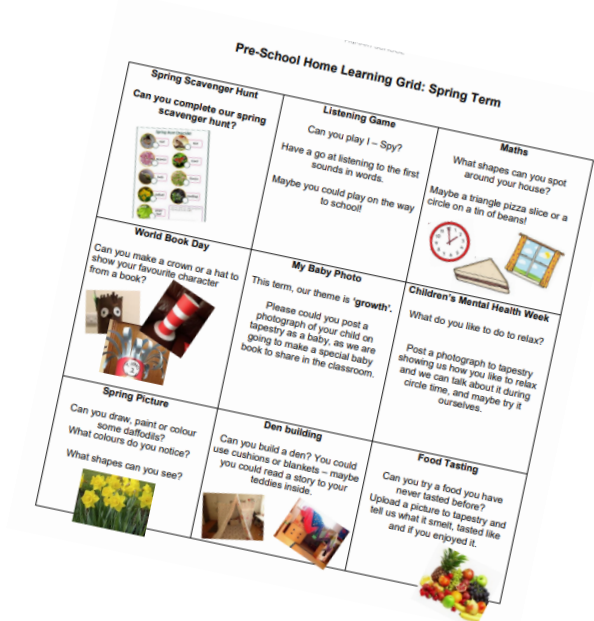


Supporting learning at home through Tapestry

Home learning Grids

Comments on Observations

Adding Photographs of activities or learning you have done at home



Communication and Working Together

- Weekly Newsletter
- www.crownstreetprimary.org.uk
- Tapestry Online Learning Journal
- MCAS
- Contacting teachers:
 - Quick messages at drop off/pick up times
 - Notes in book bags
 - Longer conversations – email via admin@crowstreetprimary.org.uk

Communication and Working Together



@crownstreetprimary



crownstreetprimary



@crownstreetpri

@csps.reception

- More information will be shared in Newsletter

Your Child's Achievements

- Parents' Evenings in the Autumn and Spring Terms
- Additional appointments initiated by teacher/parent
- Tapestry, Year Books & Writing Books
- Achievement Award, House Points, Diamond Sticker
- MCAS – My Child at School



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