



Russell Street School

Welcome

Reception Curriculum Presentation

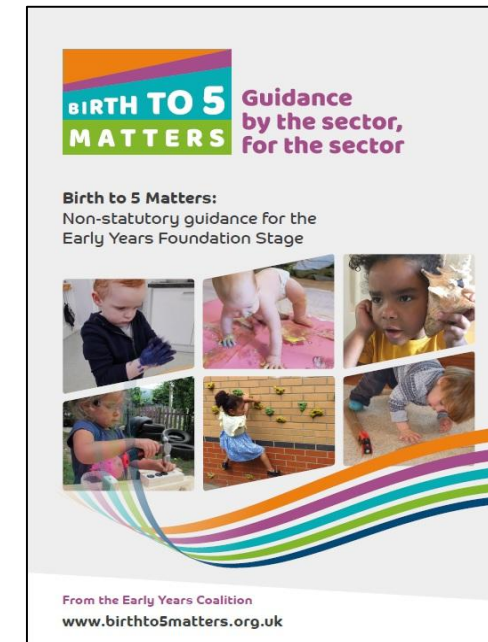
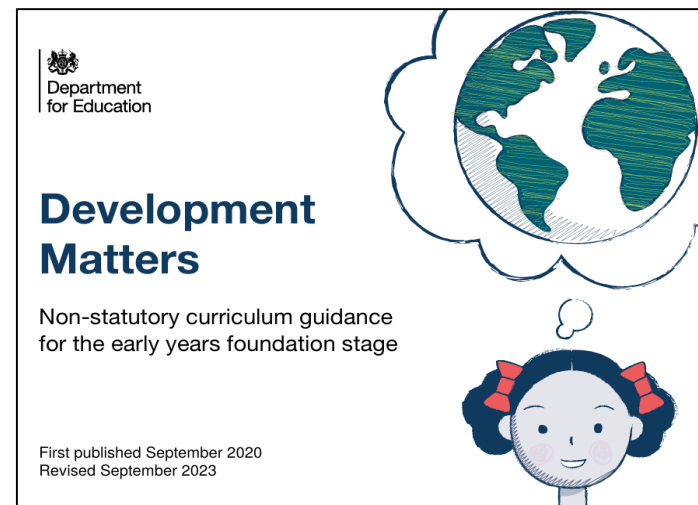
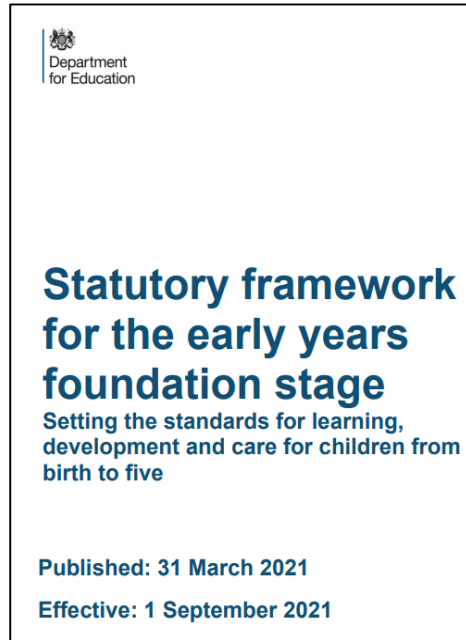
Jayne van Rooyen

Mandeep Wagerfield

What does a typical day look like?

- 8:35: Doors open – morning work
- 8:40: Registration and daily circle
- 9:00: Phonics
- 9:30: English/Maths
- 9:45: Continuous provision
- 10:30: Snack
- 10:45: English/Maths
- 11:00: Continuous provision
- 11:45: Story and prepare for lunch
- 12:00: Lunch
- 13:00: Registration/Relaxation
- 13:20: Foundation subject
- 13:45: Continuous provision
- 14:30: Tidy up/singing and a story
- 15:05: Home time

How do we plan the Reception Curriculum?



The Statutory Framework explains what should be covered in each of the seven areas of learning. It also includes the Early Learning Goals which we use at the end of the year to make a decision on whether a child has reached a 'Good Level of Development' or not. The other two documents are non statutory but have been used by us in designing a bespoke curriculum.

What are the aims of our curriculum?

 Russell Street School		Russell Street School <u>Reception Curriculum Goals</u>	
	<u>Communication and Language</u> • Ask a relevant question. • Converse in a back and forth exchange with friends. • Express ideas and feelings with confidence.		<u>Personal, Social and Emotional</u> • Know who to talk to if they need help. • Show resilience when faced with new challenges. • Build respectful relationships.
	<u>Physical Development</u> • Hold a pencil in a tripod grip. • Balance on a beam. • Throw and catch a ball.		<u>Literacy</u> • Read individual letters by saying the sounds for them. • Retell a familiar story. • Read words by identifying the sounds in them.
	<u>Mathematics</u> • Subitise. • Count objects actions and sounds. • Recall number bonds from 0-10.		<u>Understanding the World</u> • Talk about members of their immediate family and community. • Compare and contrast characters from stories. • Draw a simple map.
	<u>Expressive Art and Design</u> • Express their ideas by using different artistic effects. • Sing alone or in a group. • Learn a dance routine.		

Where can you find our curriculum?

Russell Street School Website



EYFS Reception Goals



Reception Autumn 1 Me and My Community



Reception Autumn 2 Sparkle and Shine



Reception Spring 1 Winter Wonderland



Reception Spring 2 Big Wide World



Reception Summer 1 Dangerous Dinosaurs



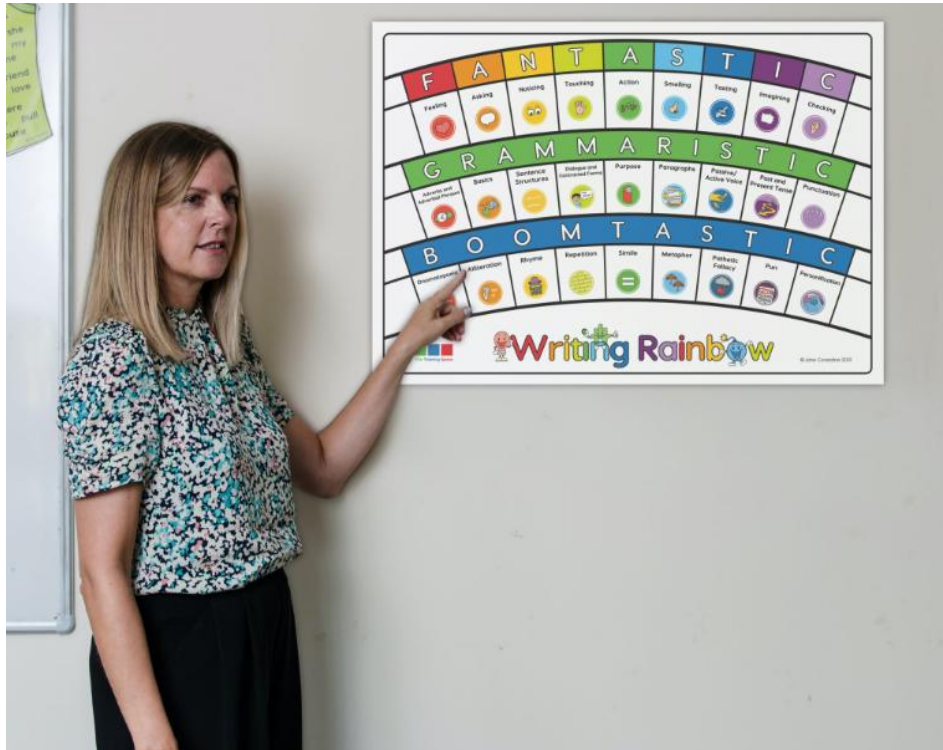
Reception Summer 2 Sunshine and Sunflowers

Where can you find our curriculum?

- ▶ Our school website has all of the information about what we are studying each half term.
- ▶ [Russell Street School - Home \(russell-street-school.co.uk\)](http://russell-street-school.co.uk)
- ▶ The focus changes each half term.
- ▶ It is a 'plan' and is subject to change depending on the children's interests.
- ▶ We are constantly reviewing and updating our curriculum.



Writing - The Write Stuff



The Writing Rainbow

- ▶ This approach is used throughout school
- ▶ Displayed in every classroom
- ▶ We begin with a focus on the 'FANTASTICs'
- ▶ Lessons are highly structured to scaffold the learning for children

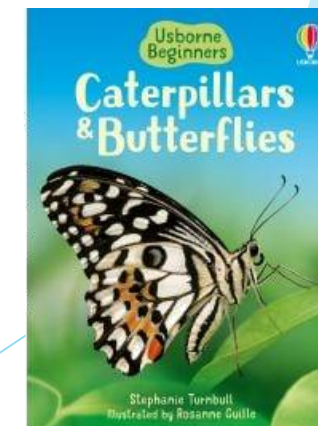
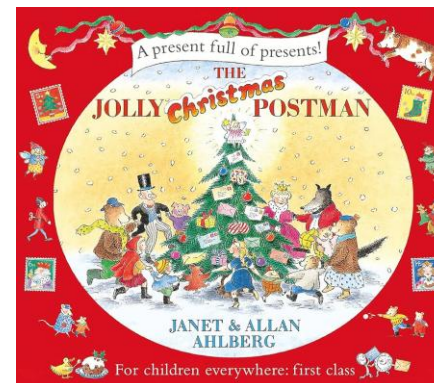
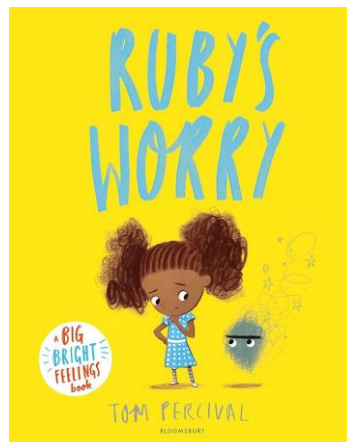
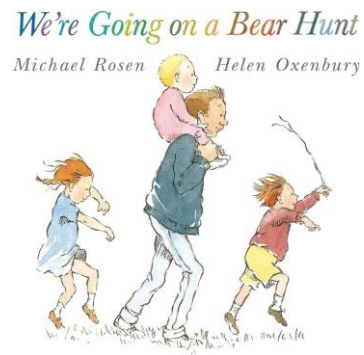
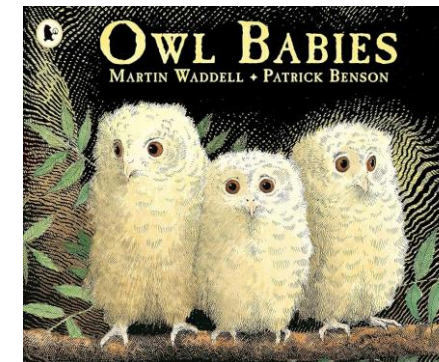
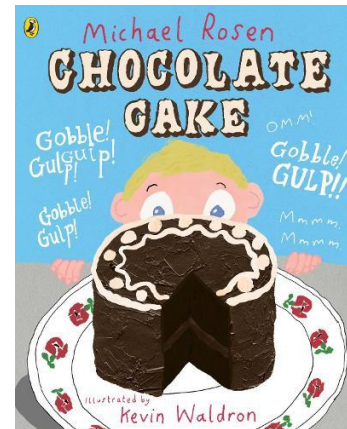


F	Feeling
A	Asking
N	Noticing
T	Touching
A	Action
S	Smelling
T	Tasting
I	Imagining
C	Checking

Lesson Structure



- ▶ Each lesson begins with the focus lens and revealing the next 'plot point' of the text or clip.



F	○	Feeling
A	○	Asking
N	○	Noticing
T	○	Touching
A	○	Action
S	○	Smelling
T	○	Tasting
I	○	Imagining
C	○	Checking

Lesson Structure



- ▶ The children have the opportunity to experience a 'Meaningful Moment'.
- ▶ They reflect upon a plot point and deepen their thoughts.



Lesson Structure



- ▶ Meet Grandma Fantastic
- ▶ Basket of words to introduce new vocabulary to the children.



Lesson Structure



- ▶ ‘Chotting’ – chatting and jotting
- ▶ The children share their own ideas.
- ▶ Later in the year, the children begin to note their ideas down.



Lesson Structure



- ▶ Teacher models the writing
- ▶ Uses the focus lens and some of the generated vocabulary

Jack ate the juicy
jellybean.

Lesson Structure



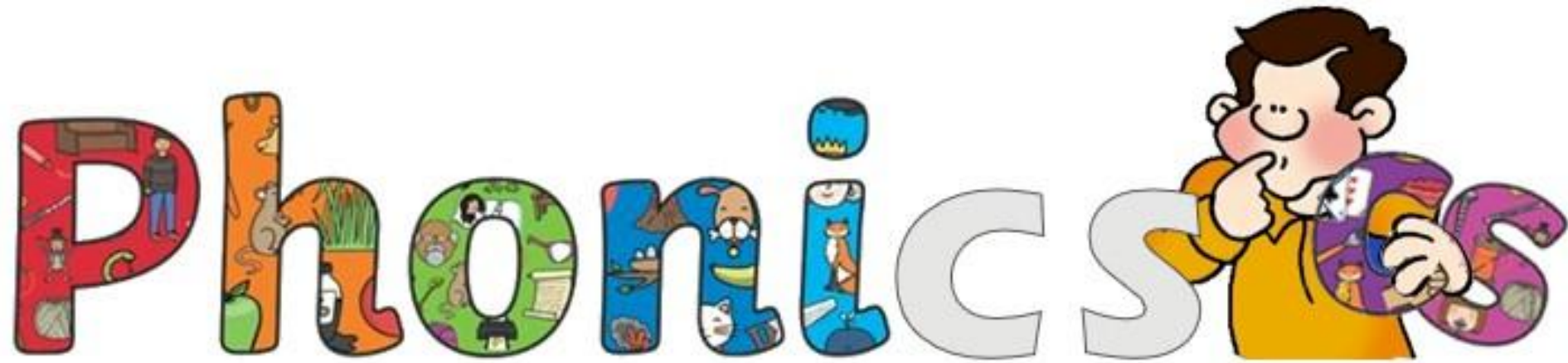
- ▶ Children's Sentence
- ▶ The children have the chance to record their own sentence or phase - verbally or written.



Ways to Support Your Child

- ▶ Complete activities sent home
- ▶ Talk about the books we have read (noted in our weekly updates)
- ▶ Regularly sharing a story with your child
- ▶ Talk about new or unfamiliar words e.g. cottage

Phonics



Read Write Inc.
Phonics

Why do we teach Phonics?

- ▶ The English language has 26 letters which are used to make 44 sounds (phonemes).
- ▶ Single letter sounds: **a t f**
- ▶ 'Special friends': **sh ch igh**
- ▶ We put sounds together to make words:

sh-i-p

l-igh-t

How does RWI phonics help your child to read?

- ▶ All schools teach children to read phonetically.
- ▶ Once children have learnt to recognise the sounds and are able to blend sounds together, they are able to 'decode' unfamiliar words.
- ▶ How to say the sounds



Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Fred Talk

- ▶ We refer to the blending of sounds together to make words as 'Fred Talk'.
- ▶ Fred is a frog who can only talk in sounds.

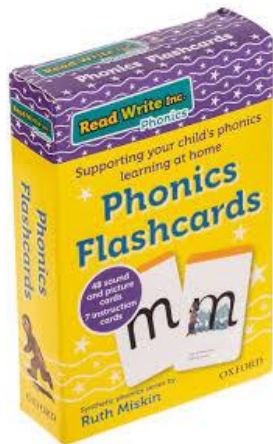


- ▶ Regular assessments are completed
- ▶ This means that children bring home books which match the sounds that they have been taught
- ▶ Books are changed on Thursdays – please keep them in your child's bag.

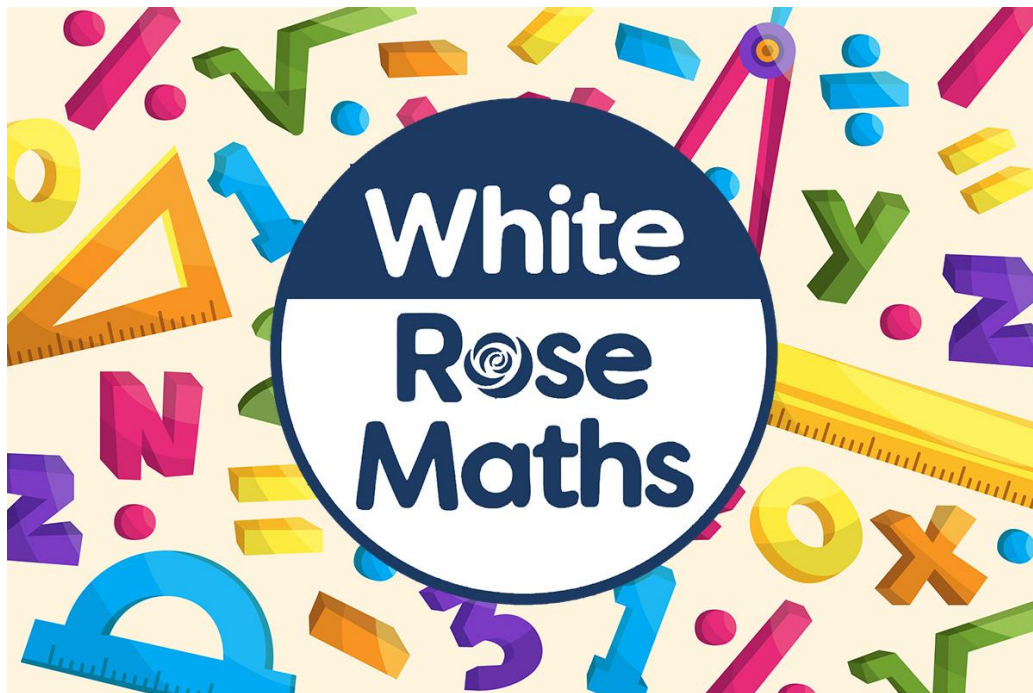


Ways to Support Your Child

- ▶ Watch the videos sent home on the weekly update
- ▶ Read to your child daily
- ▶ Use the Read Write Inc phonics cards to support your child with retaining the sounds
- ▶ Play games such as 'I Spy' to help children to hear and identify the initial sounds of words



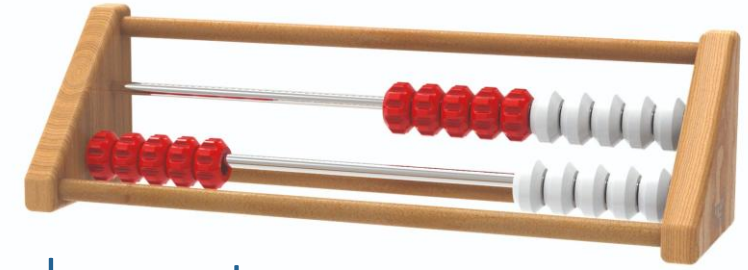
Teaching Maths in Reception



Maths Lessons

- ▶ At Russell Street School, our children follow a Mastery approach to Maths. This means that they acquire deep, long term, secure and adaptable understanding of the subject.
- ▶ We use the White Rose Maths scheme throughout school as this uses small steps to build up a good understanding. Small steps are easier to make than larger ones.
- ▶ Children have a daily Maths lesson. There is a big emphasis on Number in Reception but we also teach measures, shapes and spatial thinking.
- ▶ Continuous provision inside and outside reinforces learning in class.

Mastering Number



In addition to the daily Maths session our children will take part in the Mastering Number programme.

- ▶ Children are encouraged to look for patterns and links to make connections.
- ▶ What is the same, what is different?
- ▶ The more you think about something, the more likely you are to remember it.
- ▶ Stem sentences modelled and children use to give a focused answer when explaining their reasoning. I can see 4 and 1, 4 and 1 makes 5.
- ▶ Deep understanding-rather than moving onto big numbers.

Counting



Learning to count accurately:

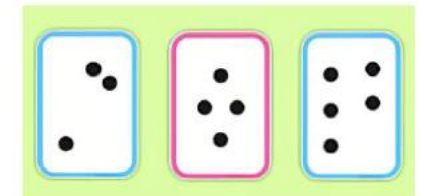
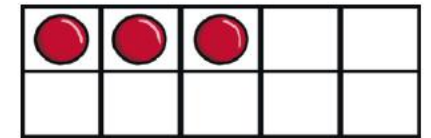
- ▶ 1 to 1 counting-say one number for each object.
- ▶ Know that the last number they say shows how many objects there are.
- ▶ Line objects up to count.
- ▶ Counting back is important too.
- ▶ Count starting from different numbers.
- ▶ Anything can be counted-claps, jumps, skips, beats on a drum.



Subitising

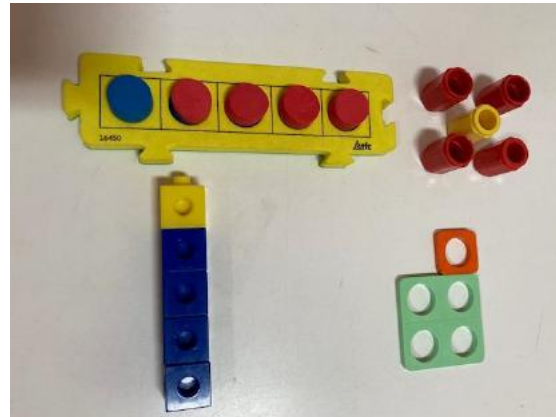
- ▶ Children will learn how to subitise - say how many there are without counting.
- ▶ They will work on seeing regular patterns-dice, dominoes.
- ▶ Children will then look at irregular patterns up to 5.
- ▶ Show me 5 fingers, bunny ears.

Don't count, say the amount



Composition

- ▶ We spend a lot of time looking at how numbers are made.
- ▶ Children will learn that numbers can be made from two or more smaller numbers.
- ▶ They will look at parts and whole. I can see 4 and 1, 4 and 1 makes 5.
- ▶ Concrete objects used to help visualise numbers.
- ▶ Comparing objects and numbers-are they the same, not the same, equal, not equal.



	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					

Ways to Support Your Child

- ▶ 1 minute maths app: <https://whiteroseeducation.com/1-minute-maths>
- ▶ Maths is everywhere! Climbing up the stairs, cooking, jumping, sharing, building- count everywhere and anywhere!

