

# Reception @ SML

Our school vision is for all children to:

|   |  |   |                               |   |                                 |
|---|--|---|-------------------------------|---|---------------------------------|
|  | be knowledgeable, confident communicators; |  | grow in kindness and empathy; |  | be inspired, creative learners. |
|---|--|---|-------------------------------|---|---------------------------------|

Our core values are:

|   |                   |  |                             |   |                   |
|---|-------------------|--|-----------------------------|---|-------------------|
|                              | <b>Resilience</b> |   | <b>Kindness and empathy</b> |                                        | <b>Creativity</b> |
| In reception, this means not giving up when things are tough. Mistakes are OK and show that you are learning! |                   | In reception, this means being kind: sharing; taking turns; helping someone when they are hurt or sad; having good manners; saying sorry when you upset someone. |                             | In reception, this means sharing your ideas and trying new things; solving problems both with learning and relationships. |                   |

Our curriculum:

Our topic overview

| Autumn   | Spring   | Summer                      |
|--|--|-----------------------------|
| Autumn in Lee/Local Area<br>People Who Help Us | Whatever the Weather<br>Reduce, Reuse, Recycle | Pirates Life<br>Seaside Fun |
| Faith and Heritage<br>Diwali and Christmas     | New Life<br>Seasons Change                     | Dinosaurs vs Outer Space    |

More detailed information on the EYFS curriculum is available on the school website [sml.london](http://sml.london) (curriculum/eyfs)

## Phonics

We use a phonics programme called **Read Write Inc.** Children are **assessed every 6 weeks** and are given books to read that provide the appropriate challenge. In class, they are grouped in a way that helps to ensure they are learning well. The books they take home are read in class and it really helps if they also **read them at home regularly** for about 5 minutes per day.

A few things to note:

- Lessons are taught by teachers and teaching assistants;
- The adults change groups throughout the year;
- Children may also change groups, depending on their progress.
- Saying the sounds using 'precise pronunciation' is important e.g. 'ssss' not 'suh' for s (Alphablocks on Cbeebies provides a really good example!)

# Reading

Alongside reading phonics books, we also have a carefully selected class literature spine. We use these for what we call 'structured storytime', where we read the story, non-fiction text or poem and think more deeply about the themes.

|   |  |  |   |  |
|---|--|--|---|--|
| <b>Bear Shaped</b><br>Dawn Coulter-Cruttenden | <b>The Invisible</b><br>Tom Percival             | <b>The Squirrels Who Squabbled</b><br>Rachel Bright  | <b>Each Peach Pear Plum</b><br>Allan and Janet Ahlberg        | <b>What Makes me a Me?</b><br>Matt Goodfellow          |
| <b>Shu Lin's Grandpa</b><br>Ben Faulks        | <b>Pumpkin Soup</b><br>Helen Cooper              | <b>Mrs Noah's Garden</b><br>Jackie Morris            | <b>Winnie-the-Pooh Helps the Bees!</b><br>Catherine Shoolbred | <b>The Dark</b><br>Lemony Snicket                      |
| <b>Luna Loves Art</b><br>Joseph Coelho        | <b>It's a No-Money Day</b><br>Kate Milner        | <b>I'm (almost) Always Kind</b><br>Anna Milbourne    | <b>The Story Orchestra</b><br>Katy Flint                      | <b>Standing Up to Racism</b><br>Dr Pragya Agarwal      |
| <b>The Gingerbread Man</b><br>Mara Alperin    | <b>Anansi and the Golden Pot</b><br>Taiye Selasi | <b>Celebrations Around The World</b><br>Katy Halford | <b>William Bee's Things That Go!</b><br>William Bee           | <b>Tad</b><br>Benji Davies                             |
| <b>Clean Up!</b><br>Nathan Bryon              | <b>Mr Wolf's Pancakes</b><br>Jan Fearnley        | <b>Martha Maps It Out</b><br>Leigh Hodgkinson        | <b>The Wonder</b><br>Faye Hanson                              | <b>Chicken Clicking</b><br>Jeanne Willis and Tony Ross |

Key themes

- Revisiting authors
- Heritage texts / traditional tales / classics
- Diversity of representation – author or protagonist
- Strong female role model
- Specific social, ethical, moral issues / PSED
- Curriculum links

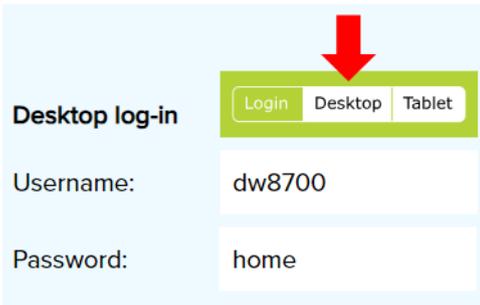
Favourite Nursery Rhymes (Ladybird) - woven in throughout the core spine units  
Ten Green Bottles; Hot Cross Buns; 1 Potato ...; Old Mother Hubbard; Jack and Jill

## Our Class Literature Spine:



## Handwriting

We use a programme called **Letterjoin** for our handwriting. It's really useful for parents and carers to see how children learn letter formation using the app or desktop website. Children can also practise using a tablet at home.

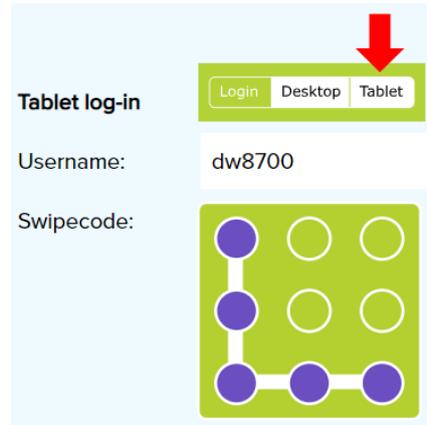


**Desktop log-in**

Login Desktop Tablet

Username: dw8700

Password: home



**Tablet log-in**

Login Desktop Tablet

Username: dw8700

Swipecode:

Letter-join

Handwriting

at home for parents and pupils

You can have a parent user manual as well. Just ask your teacher and we can give you a copy.

It's really important for children in reception to develop a **good pencil grip** and **form letters correctly**. Any practice at home will be helpful.

## Spelling

We teach spelling in reception primarily through the Read Write Inc. phonics programme.

During this time, children learn two key things in relation to spelling:

1. To spell new or unfamiliar words using their phonic knowledge;

This can mean children spell words incorrectly but phonetically plausible e.g. peepl (people), majick (magic). This is ok and part of the learning process for most children! Most children tend to rely less on phonics to spell as they get older and read more.

2. To correctly spell high frequency words that don't follow a simple phonic pattern e.g. **the**, some, of 'off by

In the Read Write Inc. books, these are the red words in the few pages.

**Red Words** Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

|     |      |          |      |
|-----|------|----------|------|
| to  | my   | washing* | the  |
| all | me   | he       | we   |
| she | want | said     | I've |
| are | go   | no       | her  |

\*Not used in this book only.  
Read Write Inc. Phonics © Oxford University Press 2016. No sharing, copying or adaptation of material permitted except by subscribers to Oxford Owl.

necessarily  
heart'

opening

Throughout school, we want children to apply their spelling knowledge in their independent writing. However, we also don't want worry about spelling to prevent them from writing fluently. We teach them to 'dotty underline' a word if they are unsure of the spelling and an adult can help them when they are free.



If you do any writing at home, try the same approach. If your child says, "How do you spell ...?", encourage them to say the sounds as they write, then dotty underline. Praise a good phonetic attempt and then correct them!

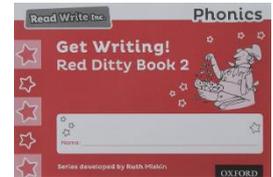
## Writing

Writing in Reception class can be broken down into two areas:

1. Opportunities for children to write around the classroom through the 'continuous provision' e.g. children writing food orders in the role play café, making a thank you card or labelling plants in the garden



2. Writing led by the teacher, including using the Read Write Inc. Get Writing! books.



## Mathematics

We use the White Rose EYFS mathematics scheme as the basis of our mastery-based curriculum. Although we use the scheme flexibly, the long term plan below helps to provide structure and ensure all children are ready for Year 1 by the end of the summer. Children go on to use the White Rose Curriculum for maths in Y1 through to Y6.

*Timetable courtesy of White Rose ©*

|             | 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<br>FREE TRIAL<br><a href="#">VIEW</a> | Talk about measure and patterns<br><a href="#">VIEW</a> | It's me 1, 2, 3<br><a href="#">VIEW</a>          |  | Circles and triangles<br><a href="#">VIEW</a> | 1, 2, 3, 4, 5<br><a href="#">VIEW</a> |        | Shapes with 4 sides<br><a href="#">VIEW</a> |         |         |
| Spring term | Alive in 5<br><a href="#">VIEW</a>       | Mass and capacity<br><a href="#">VIEW</a> | Growing 6, 7, 8<br><a href="#">VIEW</a>                       | Length, height and time<br><a href="#">VIEW</a>         | Building 9 and 10<br><a href="#">VIEW</a>        | Explore 3-D shapes<br><a href="#">VIEW</a> |   |                                       |        |   |         |         |
| Summer term | To 20 and beyond<br><a href="#">VIEW</a> | How many now?<br><a href="#">VIEW</a>     | Manipulate, compose and decompose<br><a href="#">VIEW</a>     | Sharing and grouping<br><a href="#">VIEW</a>            | Visualise, build and map<br><a href="#">VIEW</a> | Make connections<br><a href="#">VIEW</a>   | Consolidation                                 |                                       |        |   |         |         |

Maths carpet sessions with the whole class usually last about 15-20 minutes. During this time, children have opportunities to review what they are learning in a variety of ways, using a range of 'manipulatives'

(objects), images, songs, rhymes and stories. This is to ensure they develop a deep understanding of number concepts.

There is a maths area in the classroom for children to explore and this is also used for small adult-led group work.

Some examples of the activities children may be involved in (courtesy of White Rose ©):

Reception – Spring Phase 6 – Building 9 & 10



## Bonds to 10

### Guidance

The children explore number bonds to 10 using real objects in different contexts. E.g. There are 10 apples. How many in the tree and how many on the ground? 10 frames or egg boxes (with 10 holes) can be partially filled with objects and the children asked How many more do we need to make a full ten?



Other manipulatives such as fingers, bead strings and number shapes are also useful for exploring bonds to 10

### Other Resources

- Number Bond Rhymes
- 5 Eggs and 5 Eggs
- Chuck, Chuck, Chuck
- Mr Willy-Nilly and Zoey's Dream – Seung-yim Bak
- Farmer Pete – You Tube
- Numberblocks - Blast Off!

### Prompts for Learning

Ask the children to explore different ways of building the bonds to 10 E.g. How many ways can they find to park 10 cars in 2 car parks, place 10 fairies on 2 toadstools, 10 dinosaurs in 2 Jurassic parks.



Provide each child with a number shape. Ask them to find a partner so that their combined shapes total ten. Compare the different tens that are made.



Hold up a number shape and ask the children to find the shape which goes with yours to make 10



Ask the children to count out 10 double-sided counters or butter beans. Drop their counters onto a paper plate. How many are red? How many are yellow? Repeat. How many are red and yellow this time? Did anyone get 5 red and 5 yellow? Did anyone get all 10 red?



Although we don't use this in school until Year 1, every child has a login/password. It's an online maths journey that provides children with increasingly challenging problems. If you'd like to explore it with your child, your teacher will give you a login card.

## Our weekly timetable:

*\*this is our normal routine, but sometimes timings may change*

| M   | Tu   | W   | Th  | Fr  |
|---|--|---|---|---|
| Maths<br>Writing group<br>Phonics<br>Maths group<br>Structured<br>Storytime<br>Music (with Mr Brown)<br>Expressive art & design focus<br>Story<br>Show & tell | Maths<br>Writing group<br>Phonics<br>Maths group<br>Structured<br>Storytime<br>PD-fine motor focus<br>Story<br>Show & tell | Mrs Winther (am)<br>UTW focus<br>Dance (with Mrs Burns)<br>PD – gross motor skills focus<br>UTW focus<br>Story<br>Show & tell | Maths<br>Writing group<br>Phonics<br>Maths group<br>Structured<br>Storytime<br>PSED focus<br>Story<br>Show & tell | Maths<br>Writing group<br>Phonics<br>Maths group<br>UTW focus<br>EAD focus<br>Storytime |

**Dates for our class performance:**

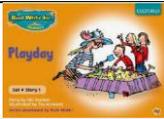
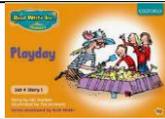
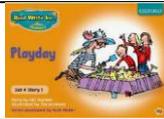
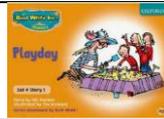
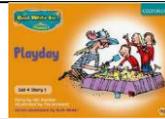
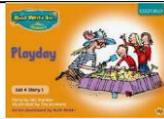
Tuesday 12<sup>th</sup> December 10am – Nativity play

Friday 14<sup>th</sup> June 3pm

**Our home learning guide:**

| Subject  | Frequency / time  | We recommend  |
|--|-------------------|---|
| Reading (child reading phonics book to adult and discussing) | Daily 5 mins      | Reading the story, along with the word lists. Asking the questions at the back is also a good way to check comprehension.   |
| Handwriting  | 5-10 mins a week  | Using the Letterjoin app as a guide.<br>Ask the teacher for guidance on what to practise if unsure  |
| Cross-curricular   | 10-30 mins a week | Using the prompt in the learning journey set by the teacher, spend some time together and have some fun!<br>Remember, your child has the opportunity to 'show and tell' their home learning in class, which really helps build confidence in communication! |
| Bedtime story (adult reading to child)                       | Daily 5-10mins    | Use the book your child has chosen from the class library or a favourite book from home.  |

**A suggested timetable for you to use or adapt. Remember routine is good!**

| Monday  | Tuesday   | Wednesday   | Thursday   | Friday  | Weekend   |
|---|---|---|--|---|---|
|  |  |  |   |  |  |
|   |  |   |  |   | <b>Home learning task</b>   |
| <b>Bedtime story</b>  | <b>Bedtime story</b>  | <b>Bedtime story</b>  | <b>Bedtime story</b>   | <b>Bedtime story</b>  | <b>Bedtime story</b>  |

**Important things to remember in Reception:**

|  |  |
|--|--|
|  | Book changing – your child gets a new Read,Write Inc book on Mondays and Thursdays (three day rotation)<br>A picture book also goes home weekly that your child chooses, keep for a few days and then return to Miss Davis in order to be able to enjoy a new one  |
|  | Record reading at home in the Reading Record Book. Please sign this book and let us know how it went.  |
|  | Home learning tasks out on Friday – please bring in for Wednesday  |
|  | Only brief messages at drop-off. We want the teacher in class with the children once the bell has rung!<br>If you need to speak to the teacher for a bit longer, wait until pick-up, send an email via <a href="mailto:info@stmargaretslee.lewisham.sch.uk">info@stmargaretslee.lewisham.sch.uk</a> or arrange a meeting with the teacher. |

|  |  |
|--|--|
|  | Trainers everyday please, no hoop earrings and keep long hair tied back  |
|  | Come and collect your child at pickup. We don't want children running off because they think they can see their adult. |