



# Welcome to Reception

**Dates for your diary:**

**Birch class parent session: Tuesday 10th November 2.40-3.15**

**Willow class parent session: Wednesday 11th November 2.40-3.15**



## Characteristics of Effective Learning

### Playing and Exploring

#### ENGAGEMENT

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

### Active Learning

#### MOTIVATION

Being involved and concentrating  
Keep trying  
Enjoying achieving what they set out to do

### Creative and Critical Thinking

#### THINKING

Having their own ideas  
Making links  
Working with ideas

## Areas of Learning and Development

## Birth to 5 Matters Aspects

### Prime Areas

Personal, Social and Emotional Development

Making Relationships

Sense of Self

Understanding Feelings

Physical Development

Moving and handling

Health and Self-care

Communication and Language

Listening and Attention

Understanding

Speaking

### Specific Areas

Literacy

Reading

Writing

Mathematics

Mathematics

Understanding the World

People and Communities

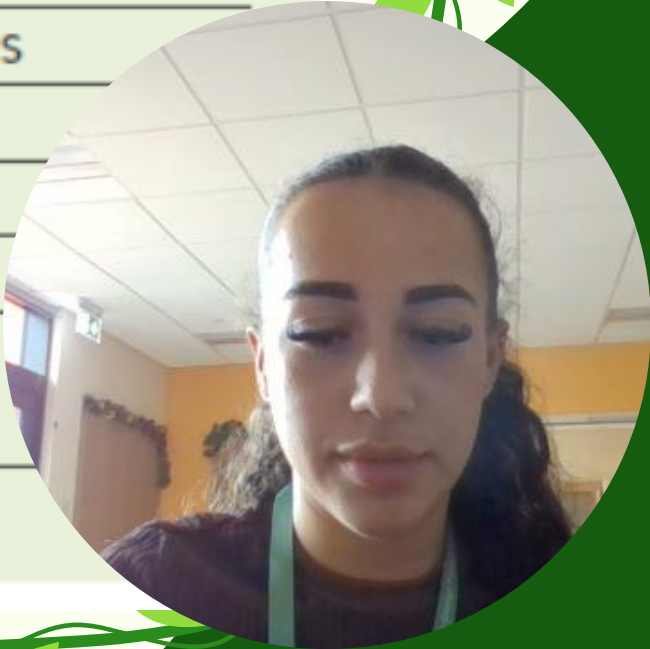
The World

Technology

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive



# What does learning look like?

## Continuous provision

- **Environments in the classroom and outdoors that are rich in learning**
- **Resources children can access independently.**
- **Opportunities for children to choose and explore in an open ended way**
- **Chance to apply new skills and revisit learning**



### How Play Supports Learning:

**Cognitive development - problem solving, imagination**

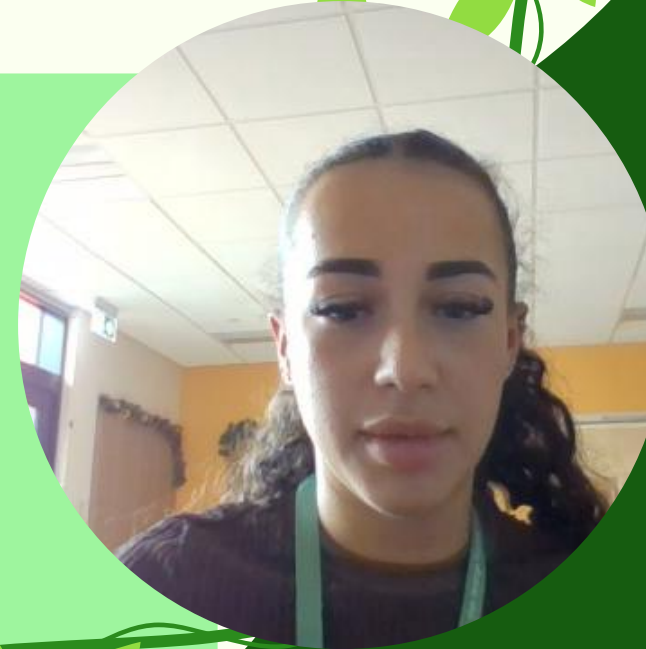
**Language development - speaking, listening, vocabulary**

**Social & emotional - turn-taking, cooperation, resilience**

### How to support learning at home:

**Observing how children choose activities and their preferences**

**Encouraging independent play at home**



# Maths

- **Concrete, pictorial, abstract**

- **Number: counting, addition and subtraction, odd and even, number bonds to 10, doubling, sharing into equal groups, number and calculation writing.**
- **Shape and space: properties of 2D and 3D shapes, patterns, time, capacity, length and mass.**



## How to support learning at home:

- **Sing number songs**
- **Read the weekly news update which will outline learning for that week.**
- **Encourage talk and play about numbers, shapes and measures through play at home and about**



# Understanding of the World

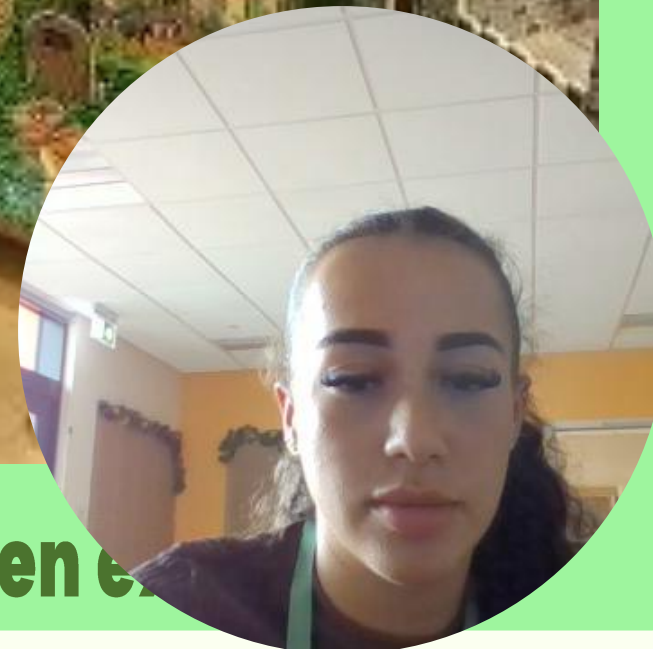
**People, culture & communities: celebrations, special people and places**

**The natural world: plants, animals, seasons, habitats**

**Past & present: family history, changes over time**

**How to support learning at home:**

- Nature walks, observing changes (weather, plants)
- Talking about family history / traditions
- Visiting museums / zoos / farms
- Encouraging curiosity: asking “why?”, “how?”, helping children ex



# Phonics

| ELS Essential Letters and Sounds     |                                                                                     |                                            |
|--------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------|
| ELS GUIDE FOR PARENTS                |                                                                                     |                                            |
| GRAPHEME INFORMATION SHEET   PHASE 2 |                                                                                     |                                            |
| Grapheme                             | Picture                                                                             | Rhyme                                      |
| S                                    |   | snake – swerve<br>around the snake         |
| a                                    |  | ant – around the<br>head, down the<br>body |

**Say the sound (phoneme)**  
**Show the grapheme (letter)**  
**Hear it in words**  
**Robot talk**  
**Blend sounds**  
**Read it in simple (CVC)  
words**



# Reading



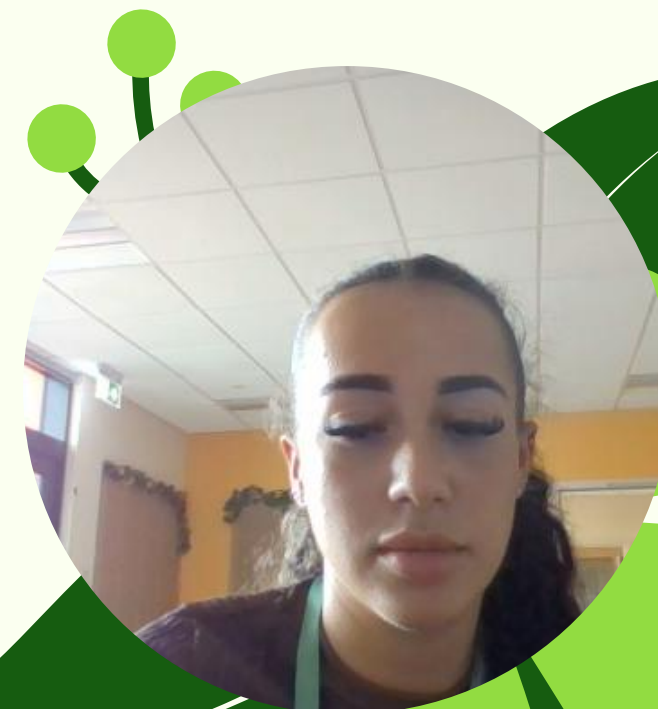
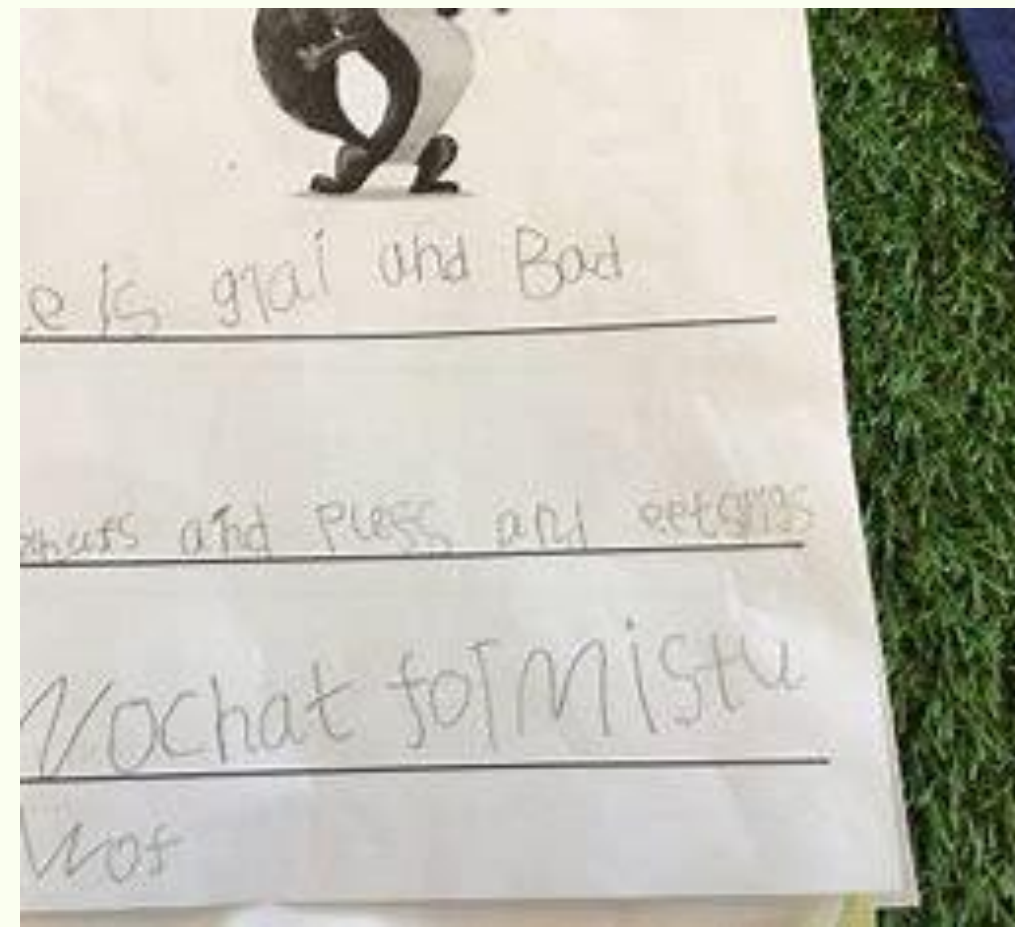
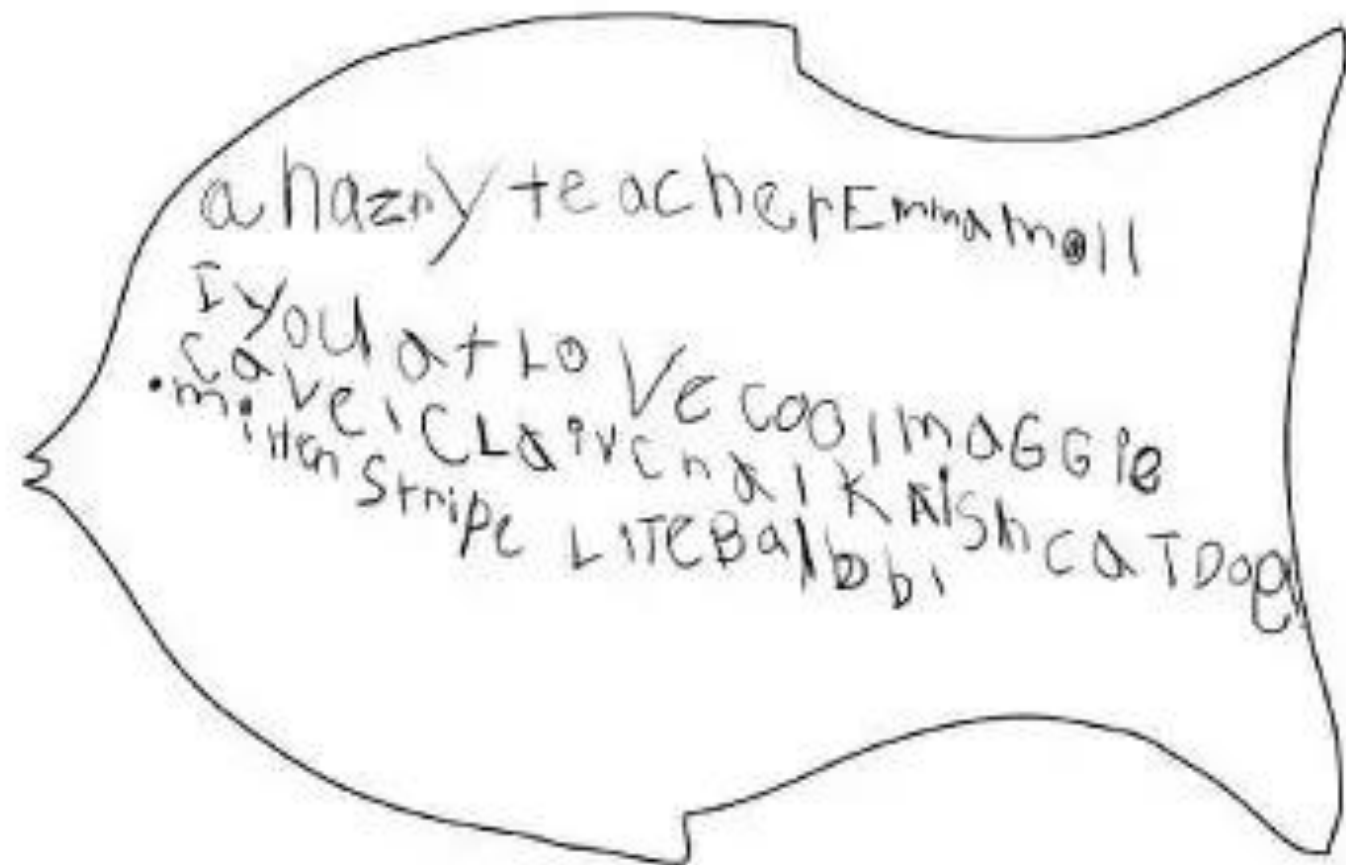
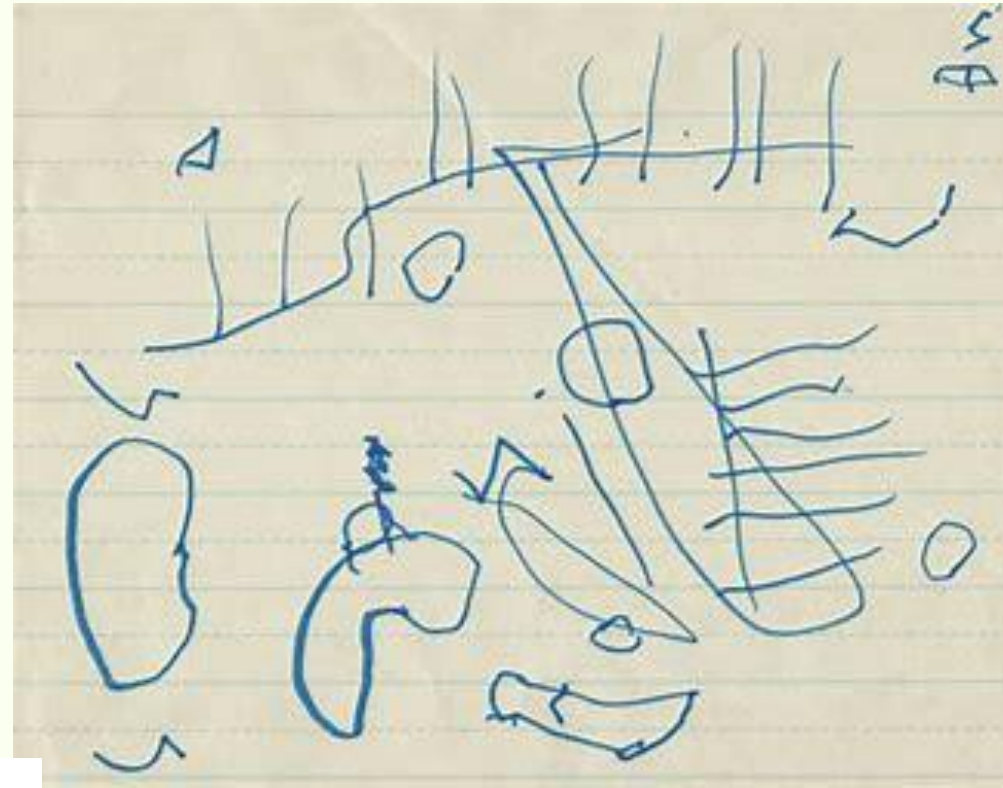
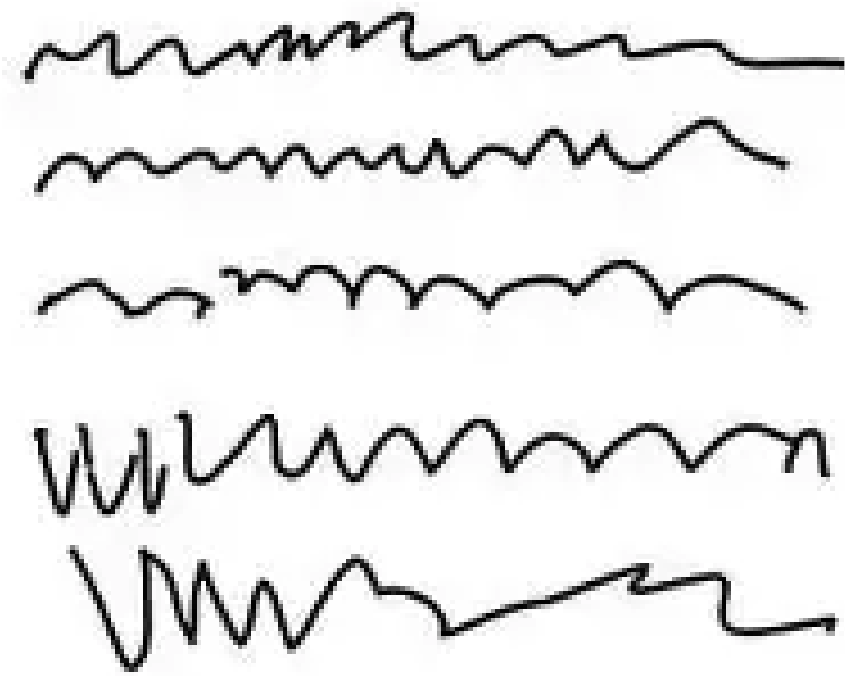
| Reception/Primary 1 Autumn 1: Phase 2    |                                          |                                   |                                           |                                              |                                                    |
|------------------------------------------|------------------------------------------|-----------------------------------|-------------------------------------------|----------------------------------------------|----------------------------------------------------|
| Week 1                                   | Week 2                                   | Week 3                            | Week 4                                    | Week 5                                       | Week 6                                             |
| /s/ <s><br>/a/ <a><br>/t/ <t><br>/p/ <p> | /i/ <i><br>/n/ <n><br>/m/ <m><br>/d/ <d> | /g/ <g><br>/o/ <o><br>/c/ <c> <k> | /k/ <ck><br>/e/ <e><br>/u/ <u><br>/r/ <r> | /s/ <ss><br>Assess and<br>review week<br>R:1 | /h/ <h><br>/b/ <b><br>/f/ <f> <ff><br>/l/ <l> <ll> |
|                                          | I, the, no                               | put, of, is                       | to, go, into                              | pull                                         | as, his                                            |



| Reception/Primary 1 Autumn 2: Phase 3     |                                                   |                                                                              |                                                    |                                                                                              |                    |
|-------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------|
| Week 1                                    | Week 2                                            | Week 3                                                                       | Week 4                                             | Week 5                                                                                       | Week 6             |
| /j/ <j><br>/v/ <v><br>/w/ <w><br>/ks/ <x> | /y/ <y><br>/z/ <z> <zz><br>/kw/ <qu><br>/ch/ <ch> | /sh/ <sh><br>/th/ <th><br>(voiced and<br>unvoiced)<br>/ng/ <ng><br>/nk/ <nk> | /ai/ <ai><br>/ee/ <ee><br>/igh/ <igh><br>/oa/ <oa> | -es (where<br>there is no<br>change to the<br>root word)<br>Assess and<br>review week<br>R:2 | Review week<br>R:3 |
| he, she, buses                            | we, me, be                                        | push                                                                         | was, her                                           |                                                                                              | my, you            |



# Writing



# **How to support at home: Read, read, read!!!!**



**By age three, children who are frequently read to have heard approximately 1 million more words than children who are not, giving them a significant advantage in all areas of their development.**

## **Reading**

- **Sharing and enjoying books at home a little and often**
- **Playing with sounds and rhymes (I Spy, clapping rhymes, rhyming words)**
- **Talking about stories and asking questions**

## **Writing**

- **Mark making**
- **Building up gross and fine motor skills**
- **Writing for a purpose with you**
- **Playing with letters sounds**



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