



SHERINGDALE

Learn Create Grow Together

Curriculum Morning

RECEPTION

Welcome

- Who we are
- EYFS Curriculum
- Our Vision and Values
- EYFS Curriculum
- Timetable
- Long Term Plan
- Overview of learning
- Key dates
- Home learning/ Home Learning



Who we are

Reception Butterfly class teacher

Olivia Inchley (EYFS lead)

TA

Lis

Reception Ladybird class teacher

Lucy Jukes

TA

Ginny



Sarah Jones
Head Teacher



Ellen Gibson
DHT



Des Nunes
AHT & SENCO

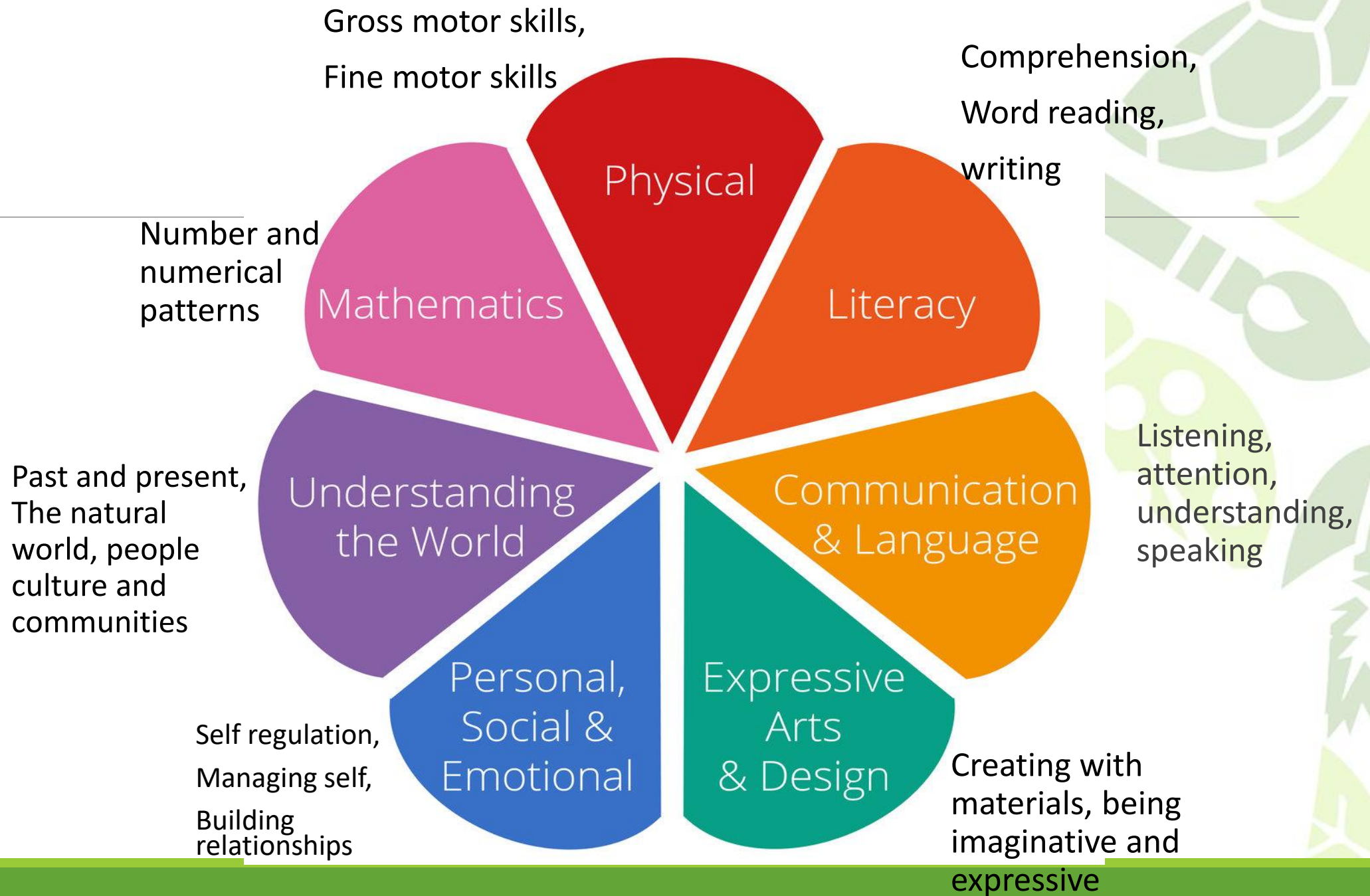


Adele Stewart
AHT



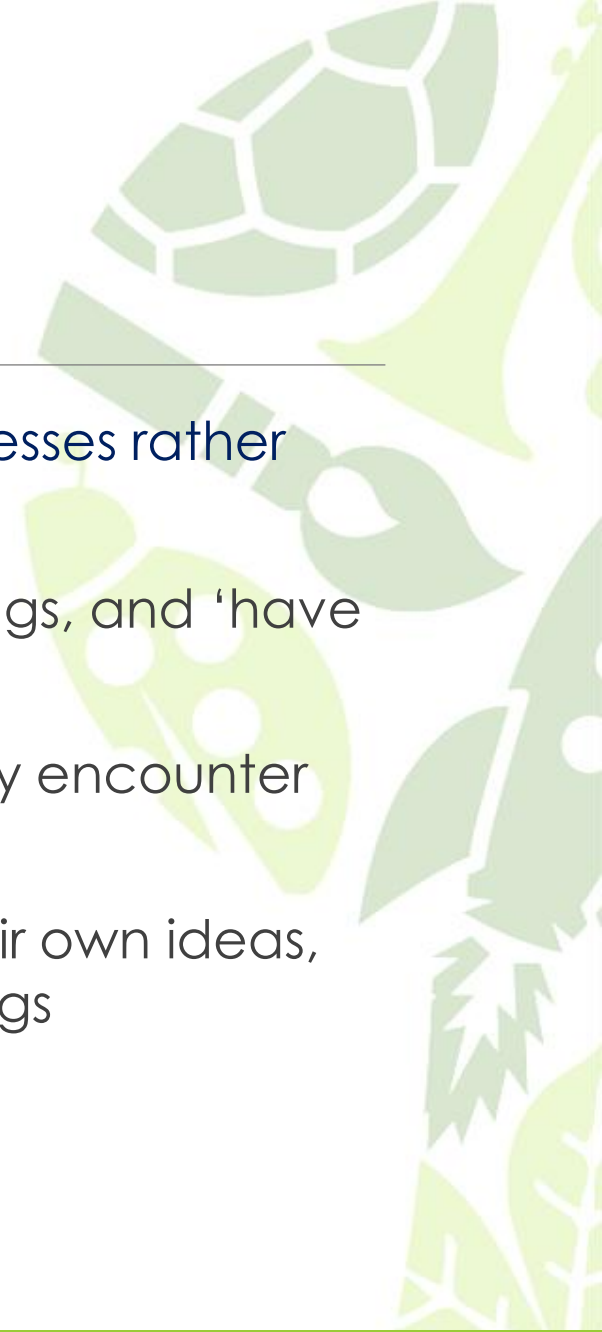
Jonathan Pate
AHT

EYFS Areas



EYFS Curriculum

- **Characteristics of Effective Learning** – these refer to processes rather than outcomes
- Playing and exploring – children investigate and experience things, and ‘have a go’
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things



What do they need

- Named water bottle
- Snack – fruit or vegetable
- Green book bag (for books folders and homework sheets)
- Spare change of clothes in a bag that stays at school (named)



Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 8:55	Registration	Registration	Registration	Registration Handwriting	Registration
8:55 – 9.20	Whole class carpet time Phonics focus	Whole class carpet time Phonics focus	Whole class carpet time Phonics focus	PE	Whole class carpet time Phonics focus
9.20 – 10.30	Group work & continuous provision	Music (9:30 -10:00)	Group work & continuous provision		Group work & continuous provision
		Group work & continuous provision			
10.30 – 10.45	Whole class carpet time Maths focus	Whole class carpet time Maths focus	Whole class carpet time Maths focus		Whole class carpet time Maths focus
10.45 - 11	Snack	Snack	Snack		Snack
11 - 11:40	Group work & continuous provision	Group work & continuous provision	Group work & continuous provision		Group work & continuous provision
11.40 – 12	Tidy up Story and Helicopter Stories	Tidy up Story and retelling	Tidy up EAD	Story 11:45 – 12:00	Tidy up PSED
12.00 – 12.15	Lunch in Hall				
12.15 – 1.10	Lunch Play outside – TAs to supervise and alternate lunch break				
1:10 – 1:15	Registration with TA	Registration with TA	Registration with TA	Registration with TA	Registration with TA
1.15 to 1:25	Handwriting (Fine/Gross motor)	Handwriting (Fine/Gross motor)	Handwriting (Fine/Gross motor)	Whole class carpet time Phonics focus (1.15 – 1.40)	Handwriting (Fine/Gross motor)
1.25 – 1.40	Whole class carpet time Literacy focus	Whole class carpet time Literacy focus	Whole class carpet time UTW		Whole Class carpet time C&L
1.40 – 2.40	Group work & continuous provision	Group work & continuous provision	Group work & continuous provision	Group work & continuous provision	Group work & continuous provision (1:40–2:10)
					Tidy up and carpet time (2:10–2:30)
2.40 – 3.20	Tidy up and carpet time	Tidy up and carpet time	Tidy up and carpet time	Tidy up and carpet time	2:30-3:30 Leadership/ Training/ Meeting time

Long Term Plan - Website

Reception Long term Plan and Skills Progression (based on the EYFS Development Matters)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Branch <i>This may change</i>	Me and My World	Celebrate the World	Travel the World	Out of This world	World of Wonder	The World of Fairytales
Possible Ideas / Lines of enquiry <i>To be planned around children's interests</i>	All about me, my family, houses and homes, starting school, making relationships	People who help us, Autumn (hibernation), Halloween, Diwali, Bonfire Night, Christmas, Light and Dark	Winter, hot and cold environment, habitats, continents (Antarctica and Africa), Chinese New Year, valentines – showing kindness	Transport (vehicles), underwater, outer space, Easter	Minibeasts, farms, plants, fruit and vegetables, looking after our environment	A fairytale a week, how I've grown/changed, - past, present and future.
Suggested Key texts	The Colour Monster Goes to School The disgusting sandwich The same but different Big Feelings and what they tell us	The Christmas Story Supertato Little Glow The Leaf Thief Pumpkin Soup Tree (seasons come, seasons go)	Lost and Found Handa's Hen Jonty Gentoo Catch that chicken Antarctica (where on Earth?)	How to Catch a Star Look Up We Catch the Bus Aliens love underpants Snail in Space	Luna Loves Gardening The Tiny Seed Clean Up Little Red Hen Superworm Mad about minibeasts Somebody swallowed Stanley.	Jack and the beanstalk We're going on a bear hunt Three Little Pigs The gingerbread Men
Additional High Quality Texts	Super Duper You You Choose All are Welcome	All about Diwali Emergency! Hats of Faith The Queen's Hat Superheroes like you	The Smartest Giant in Town Non fiction penguin texts Handa's Surprise The lights that dance in the night	Red Lorry Yellow Lorry Non fiction texts about under water animals Non fiction texts about space	The Giant Jam Sandwich The minibeast Bop Tad Non fiction minibeast texts Recipe Books	Alternative versions of fairy tales Recipe Books Oi Frog (rhyming) The Growing Story
Nursery Rhymes	Adaptation of 'If you're happy and you know it'	'I'm a little hedgehog'	5 currant buns	10 green bottles Jack and Jill	The animals went in two by two	I am the music man
Songs and Poems	Down by the Bay	Nativity (Christmas) songs 5 th November rhyme The firework song	7 Continents song Out and About: A first book of poems.	The planets song Zim Zam Zoom	How to Plant a Seed The Nature Trail The Minibeast song Dingle Dangle scarecrow	When Goldilocks went to the house of the bears

Long Term Plan - skills

Prime Area	C&L is developed throughout the year through high-quality speaking and listening interactions, daily class discussions, circle times, story times, role-play, singing and 'Helicopter Stories'. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. In Reception, adults will provide descriptive commentary on the child's play, expand on their language by repeating back what the child has said and adding vocabulary and modelling correct language. The use of Makaton will be used to support development of vocabulary. Reading, engaging in stories and providing extensive opportunities to use and embed new words in a range of contexts will contribute to a child's speech and language development.						
Communication and Language							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important	To Learn rhymes, poems and songs.	To listen carefully to rhymes and songs, paying attention to how they sound.	To engage in non-fiction books.	To connect one idea or action to another using a range of connectives. To understand and ask questions such as who, what, where, when, why and how.	To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To have back and forth conversations with adults and peers.	- 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	To talk in front of a small group. To talk to class teacher and TAS	To learn new vocabulary To describe events in some detail	To use new vocabulary through the day To retell the story, once they have developed a deep	To use new vocabulary in different contexts. To ask questions to find out more and to check they	To develop social phrases To articulate their ideas and thoughts in well-formed sentences.	To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	- 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

Understanding the World	This specific area involves children gaining a sense of their physical world and community around them. This comes from the frequency and range of personal experiences the children have, such as visiting parks, libraries, meeting key members of society (e.g. police officers and doctors). As well as, listening to a broad selection of non-fiction and fiction texts, rhymes and songs which will help to foster their understanding of our culturally, socially, technologically and ecologically diverse world, combining all the above with enriching and widening children's vocabulary, this will later support their reading comprehension.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG

Past and Present	To name and describe people who are familiar to them.			Comment on images of familiar situations in the past		Compare and contrast characters from stories, including figures from the past.	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	To talk about members of their immediate family. To name and describe people who are familiar to them.	To talk about members of their community. To understand that some places are special to members of their community	To recognise that people have different beliefs and celebrate special times in different ways	To draw information from a simple map			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. - Explainsomesimilaritiesanddifferences 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	To describe what they hear, see and feel whilst outside	To understand the effect of changing seasons on the natural world around them	To recognise some environments that are different to the one in which they live.		To explore the natural world around them		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. - Understandsimportantprocesses and changes in the natural world around them, including the seasons and changing states of

Overview of learning - Phonics

1. Learning letter sounds
2. Letter formation
3. Blending
4. Identifying sounds in words
5. Spelling tricky words

Tricky Words

Name..... Date.....
Writing tricky words for the Foundation Stage.

the I to no go he she

we me be into was you

they all are my her

Writing activity from Jelly and Bean

Jelly
Phonics
Letter Sounds



- 1 s a t i p n
- 2 c/k e h r m d
- 3 g o u l f b
- 4 ai j oa ie ee or
- 5 z w ng v oo oo
- 6 y x ch sh th th
- 7 qu ou oi ue er ar

Overview of learning - Mathematics



Mastering Number: Reception Overview by Week

This overview contains the following:

Number-based content

- 26 weeks of content
- Builds progressively across the year

Spatial reasoning content

- 6 areas of content
- Designed to support and enhance deep mathematical understanding
- Guidance for sessions that can be split over several weeks at different times in the year, or repeated with different contexts

Summer term assessment materials

- 6 weeks of materials
- Designed to support your decisions around the maths Early Learning Goals

To support professional development this year, we advise following the planning as outlined in this overview.

In subsequent years, you may wish to deliver the spatial reasoning content in a different order, or at different times, to support your children's learning needs.

Mathematics

Autumn term

Autumn 1	Week 1	Week 2	Week 3	Week 4	Area 1	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Moving through space	Comparison
Set 1	Subitise within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on the composition of 3 and 4	Subitise objects and sounds	Develop spatial understanding, using prepositional language and gestures	Compare sets – 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Area 2	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Noticing and visualising	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Compare sets – by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Practical exploration of 'parts' and 'wholes' Focus on matching, turning and flipping	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

Spring term

Spring 1	Week 11	Week 12	Week 13	Area 3	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Block play	Composition	Comparison
Set 3	Subitise within 5, focusing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number is '1 more' than the previous number	Focus on 5	Compose 3D constructions Explore difference and equivalence	Focus on 6 and 7 as '5 and a bit'	Compare sets and use the language of comparison: <i>more than, fewer than, an equal number to</i> Make unequal sets equal
Spring 2	Week 16	Week 17	Area 4	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Shape	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on the ordering of numbers to 8 Use the language of <i>less than</i>	Sort and classify 2D shapes Compose pictures with shapes	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sort numbers according to attributes – odd and even numbers



Summer term

Summer 1	Area 5	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Pattern	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 5	Patterns – focus on copying, continuing and creating	Counting – focus on larger sets and things that cannot be seen	Subitise to 6, including in structured arrangements	Composition – '5 and a bit'	Composition of 10	Comparison – linked to ordinality Play track games	
Summer 2	Area 6	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Focus	Measure	Subitising					
Set 6	Make connections in meaningful contexts	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

PE

- PE is taught every Thursday morning by a specialist teacher (Coach Ria and Andre).
- Please make sure your child is wearing trainers on a Thursday and no dresses or skirts. If your child does wear a dress or skirt, please send them in wearing leggings or shorts underneath.



Home Learning

- Reading books and story book (Jolly Phonics) - **Wednesday**
- Phonics letter formation sheets (No need to return these)
- Reading records - Reading records give teachers an insight to reading at home. Adults can use this to track progress and teachers will check weekly.
- Wow Sheets (Spring)
- Making learning real life! (Maths and Phonics) Learning is all around us.
- Pencil grip: the pencil should be held in the 'tripod' grip between the thumb and first two fingers.



Skills to focus on this term

- Independently putting their coats on
- Managing their personal needs
- Using a knife and fork
- Practice putting bottles/snacks out of and into their bags.



Key dates

- EYFS Nativity: 15th December 10am
- Parents evening – Week commencing the 19th of October (20th evening slots and 21st afternoon)
- Any further dates will be posted on the newsletter and emails will be sent regarding trips. We invite parent volunteers to join us.



Our Parent Partnership

Open Door Policy

Newsletters (Friday) - updates

Workshops

Parent Volunteers for trips

Termly Parents Evenings

End of year reports

Come and talk to us!



Thank you for coming

This presentation will be available to you on the school website. You will also find the curriculum map for the whole year on there.

If you have any questions throughout the year, please contact the office who will forward these on to us.

info@sheringdale.wandsworth.sch.uk

We're here for any questions.

