



WOODFORD
PRIMARY SCHOOL

Reception Curriculum Meeting



Our Curriculum

COLLABORATION

To learn from each other
To support each other
To be successful together

POSSIBILITIES

To challenge ourselves
To challenge each other
To push boundaries

RESPECT

To understand ourselves
To appreciate each other
To value diversity

TECHNOLOGY

To learn
To communicate
To create

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Reception / Autumn / Identity

COLLABORATION
As collaborators we will play, learn and explore together. We will ask for help when we need it. We will support others and share our own ideas.

POSSIBILITIES
As risk-takers we will be willing to 'have a go', have our own ideas and make links. We will choose ways to do things and talk about why things do or don't work.

RESPECT
As emotionally intelligent young people we will learn how important we are as individuals and to appreciate others. We will listen to what others say and be considerate to others.

TECHNOLOGY
As technologists we will use iPads, Beebots and IWB, to help us with our learning. We will think and talk about the reasons why things happen or how things work.

Article 2
To understand all children have rights.

Article 7
You have the right to a name.

Article 8
You have the right to an identity.

Article 28
You have the right to an education.

unicef UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

THE THINGS THAT MAKE ME DIFFERENT ARE THE THINGS THAT MAKE ME ME.
— Piglet (A. A. Milne)

The Colour Monster, *There is a Boy in the Girls' Bathroom*, *The School*, *Tree*, **YOU CHOOSE**, *Scime*, **YOU CHOOSE YOUR DREAMS**, *WE'RE ALL WONDERFUL*

www.woodfordprimary.org.uk



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Rights Respecting - Super Learners





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



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Literacy in the classroom

- Reading
- Writing
- Phonics
- Handwriting



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Phonics

- 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



Success for All 



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.



Phonics



Phonics Support for Parents



<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>Trigraph</p> <p>A sound made up of three letters</p>
<p>GPC – Grapheme Phoneme Correspondence</p>		<p>sh er</p>	<p>igh air</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 diagraph</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>

Useful Information

Welcome to Reception

Reception Curriculum Overview

Autumn Term Curriculum Map

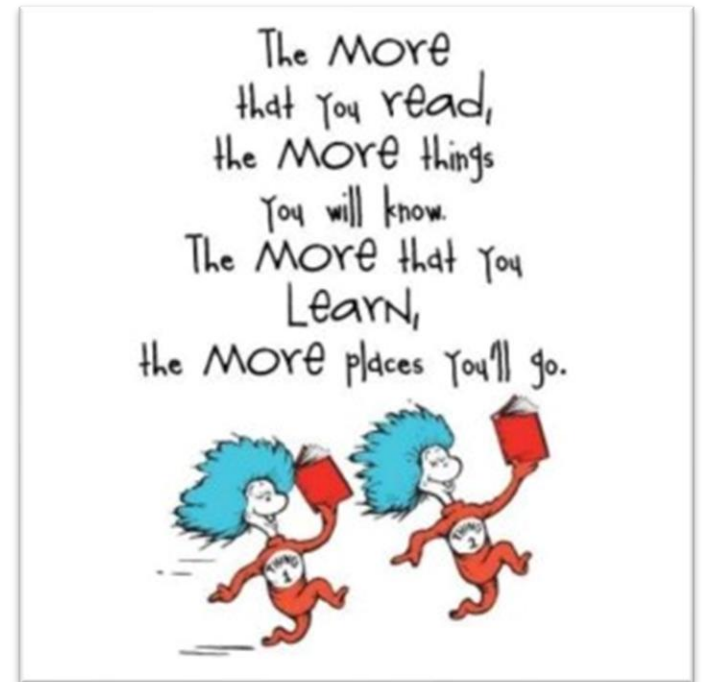
Tapestry Support

Phonics Support



Reading Development

- Daily Shared Reader Sessions
- Reading Strategies
- Red Word wallets
- Story time
- Library – Reading for Pleasure
- Tales toolkit - creating and retelling familiar stories






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Shared Readers



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





Writing

- 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.
- Finger spaces and making sense
- Writing targets



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

C H P F D P E B d P 4
A C m s O Z t d /

I w l b hope wen skul iz t
I lk t plo wt mi fradz in te
sumr tatz ltz oV fn

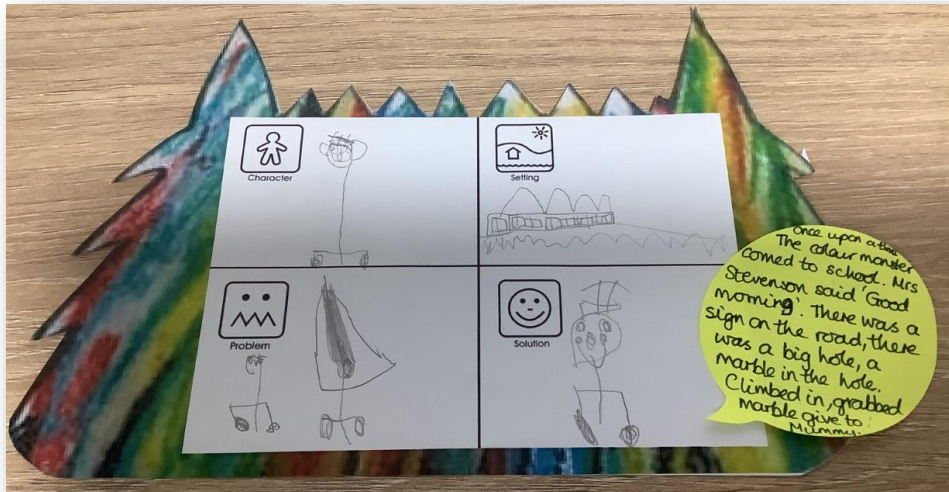


Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while, he found his way home again. His family was very happy.



Tales Toolkit

- Character
- Setting
- Problem
- Solution

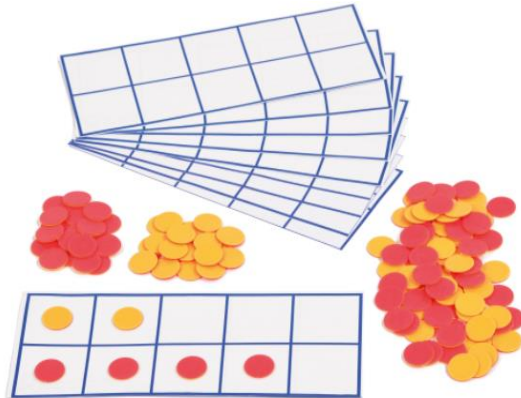




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Mathematics Development

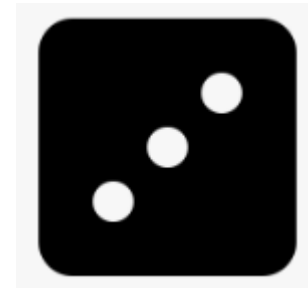
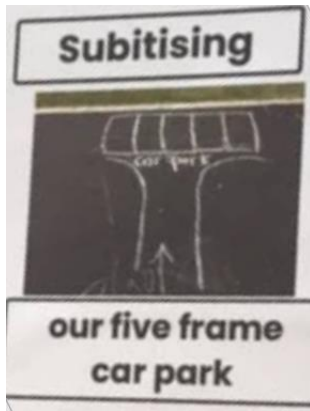
Two areas of learning are Number Skills and Number Pattern





Mathematics Development

Subitising – Concept Images





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Continuous Provision



Red- Mathematics

Orange- Citizenship

Yellow- Literacy

Green- Theme and Understanding
the World

Blue- Physical

Purple- Expressive arts and design






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Online Learning Journal

- Integral to our planning, teaching, learning and assessment.
- Help us to understand and consider the interests of your child both in school and at home.
- Parents are encouraged to be a part of the process and add to their child's profile.
- Support with accessing your account is available on our school website.



TAPESTRY
ONLINE LEARNING JOURNAL


Tapestry Support

Introduction

All children attending Cheadle Hulme Primary School have a personal online Learning Journal which records observations, photos and comments in line with the Early Learning Goals outlined in the Early Years Foundation Stage Curriculum. Use of this Learning Journal enables us to build up a record of each child's learning and achievements during their time with us.

We use the Tapestry system, which is hosted on secure, dedicated servers based in the UK. You will have password protected access to your child's online Learning Journey and we encourage you to contribute to it by uploading photos, videos and comments of their learning development and experiences at home. You are also able to comment on observations made by school staff.

We will use the email address you provided during the school admissions process as the Tapestry set up email. If this is not the email you wish to use see 'Changing my settings in Tapestry' section below, or, email admin@cheadlehulmeprimary.org.uk. As a parent/carer you can choose who has access to your child's learning journey at any time. If you would like to add additional email addresses to your child's Tapestry account please email admin@cheadlehulmeprimary.org.uk.

If you do not have access to the internet at home or work we can provide access to a school laptop that can be used to view your child's Learning Journey. At the end of the school year you are able to download your child's Learning Journey as a PDF file that can be printed or put onto a USB stick.

Your child's learning journal and parent account will be set up in the first few weeks of term. You will receive an email, using the email addresses you provided, with a link to the Tapestry log on page, your username (which is your email address) and your password. We strongly recommend that you change your password on your first visit.

The Tapestry app is free of charge and available from iTunes and Google Play for both iPhones and Android phones. The Tapestry webpage can be accessed here: [Tapestry - Log in @cheadlehulmeprimary.org.uk](https://www.tapestryonline.com)

Specific user guides are available on this website and can be emailed to you in PDF format or given as a hard copy upon request.


If you have any problems when accessing your account please email admin@cheadlehulmeprimary.org.uk.

Please note: The online learning journey is used to record your child's learning and achievements. It is not to be used as a general communication tool between school and home and is not monitored on a daily basis. Class teachers will check weekly for parent replies and comments. They will then respond or pass onto the relevant key person. If you require an immediate response please therefore speak directly to staff at the start or end of a day.

Tapestry Support


How to use the Tapestry online Learning Journal

Once you have successfully logged in you will be presented with the home screen as below.



Viewing my child's Learning Journey

- 1: You can navigate the platform using the three tabs circled: Obs, Children, Search.
- 2: Observations are listed on the home screen under the tab 'Obs'. You can view the observations in full by clicking on the observation title. You may add comments by scrolling down and typing into the text box at the bottom of the observation if you would like to.
- 2: If you have more than one child attending our school, you can navigate between their Learning Journals by clicking on the 'Children' tab.




- 4: You can filter observations from particular time frames or media types by using the Page Filters drop-down tab in the black bar on the Home Screen.



How you can 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

Every child will start the same Shared Reader in class on a Monday. They are written with a very controlled language so that only the taught phonic rules and red words are included, so that your child can read them independently. Including the comprehension questions at the end of the book. Our books support learning taking place in the classroom and allow your child to build confidence and fluency in reading.

On a Friday, last week's book is removed from book bags and this week's new book is placed in there for consolidation and reading at home (until the following Friday). Please revisit this book over the week to develop fluency, comprehension and expression. Also 2 or 3 new red words will be placed into your child's Reading Record (to be added to your red word wallet for daily practise of reading and spelling). A label will be placed into your child's Reading Record with the name of the book and the new red words. *Please do speak to a member of staff if these are not in there for any reason.*

How to use the Reading Record

- Record the date and an initial each time you hear your child read. Certificates for each 50 intervals will be awarded.
- In the comments section you can briefly tell us how your child did with their | reading at home, ideally once a week.
- Please ensure these 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. For some children this might be two five-minute slots.
- Reading practise might involve your child reading to you, red word wallet flashcards, finding red words or phonemes in books, making words/diagrams with letters.
- Please remember reading is a journey, not a race. Enjoyment and understanding is hugely important and this will only come from sitting back, relaxing and enjoying your reading journey together.




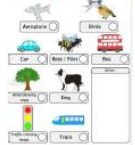




How you can support your child at home?

- Termly home learning grid



TAPESTRY
ONLINE LEARNING JOURNAL

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Reception Home Learning Grid: Autumn Term

<p>Nature Challenge</p>  <p>Go on an autumn walk with a grown up and collect some leaves. Can you create a picture and colour what you find?</p>	<p>Rhyming Challenge</p> <p>Cat, hat, bat... Frog, dog...</p> <p>Can you think of any more rhyming pairs? Can you think of any more words that rhyme with frog? Can you find more than 5?</p>	<p>Sound Challenge</p>  <p>Go on a sound walk. Stop, look, listen, what can you hear?</p>
<p>Research Challenge</p>  <p>Choose an autumnal animal to learn about. Can you discover two facts and tell us about them?</p>	<p>Construction Challenge</p>  <p>Using objects that you have at home, can you build a bridge strong enough to hold a toy?</p>	<p>Transport Challenge</p>  <p>Make a road for toy vehicles. Add road signs and markings. Where will the roads lead to?</p>
<p>All about me Challenge</p>  <p>Look in the mirror, what do you see? Can you draw or paint your portrait?</p>	<p>Reading Challenge</p>  <p>Read your favourite stories to your sibling, pet or toy. Can you make a video and retell the story? Can you make up your own story?</p>	<p>Maths Challenge</p>  <p>Gather a seasonal collection of autumnal leaves and seeds. In what ways can you sort them? Create 2 sets, for example; leaves and non leaves, round and non round, red and not red.</p>

These are suggested activities to help your child consolidate the learning done in school, use this as an opportunity for your child to show you some of the things they have learnt to do. Please complete the activities over the next half term and share your home learning via your child's Tapestry learning portal, if you would like any additional resources or support with the activities, please contact a member of staff.



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Your Child's Achievements

- Parents' Evenings in the Autumn and Spring Terms
- Additional appointments initiated by teacher/parent
- Tapestry, Year Books & Writing Books
- Classroom Rainbow Challenges
- Achievement Award, Star of the day, house points, Diamond Sticker
- MCAS – My Child at School



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**Thank you for your
support and
partnership with
your child's
learning.**



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