



Reception

Curriculum
Evening

2026/ 27



Welcome to Reception!

- Staff
- Teacher- Miss Whittingham
- Teaching Assistants- Miss Rushton and Mrs Cowling (Mon & Tues afternoon)

A typical day in Reception.

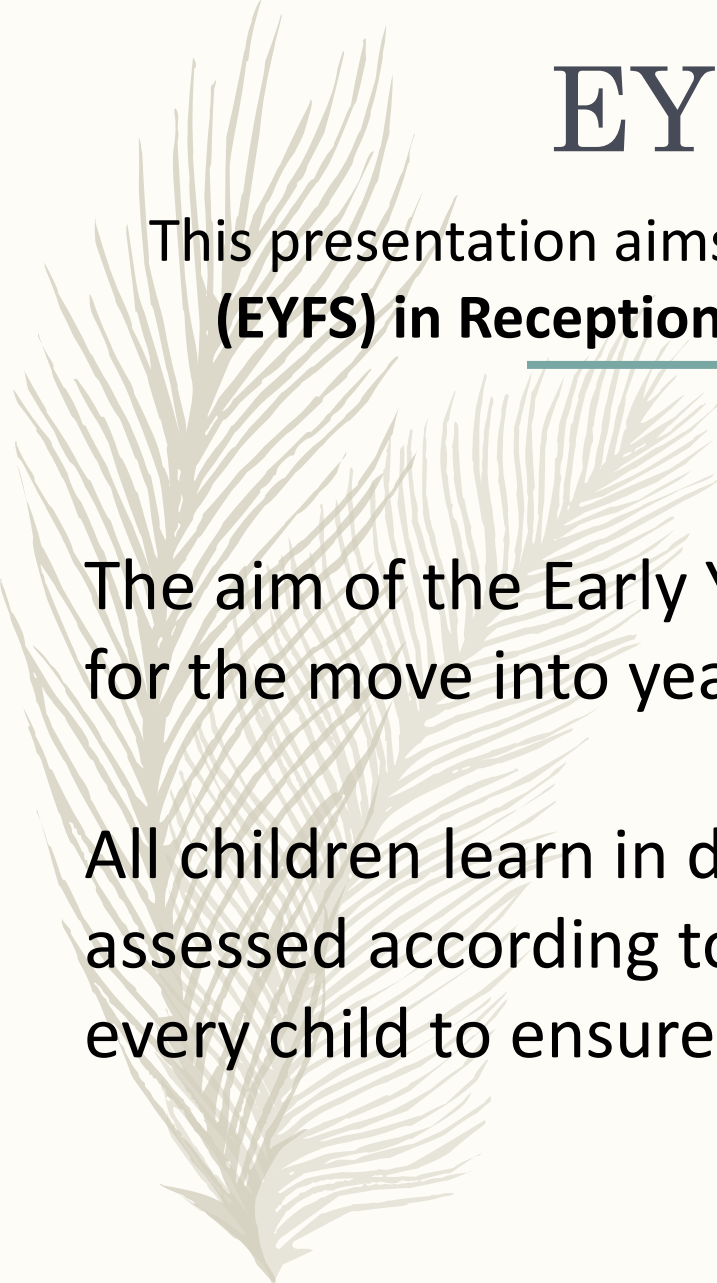
– Morning

- Read, Write, Inc- Reading groups/ Phonics
- Snack and story/ Literacy input
- Literacy directed task and continuous provision.
- Maths input followed by maths directed task and continuous provision.

– Afternoon

– Curriculum areas-

- RE, PSED (HeartSmart), Understanding the World, Expressive Arts.
- Worship is delivered by Miss Whittingham or Mr Harding. (Friday celebration- please only send 'achievements' on this day).



EYFS Framework

This presentation aims to give an introduction to the **Early Years Foundation Stage (EYFS) in Reception**. It includes information that we hope you will find useful.

The aim of the Early Years Framework in Reception is to prepare children for the move into year 1 and the National Curriculum.

All children learn in different ways and at different rates and are no longer assessed according to an age band. At St Peter's we meet the needs of every child to ensure that they develop and make progress.

What your child will be learning..

In the EYFS are the **seven Areas of Learning**.

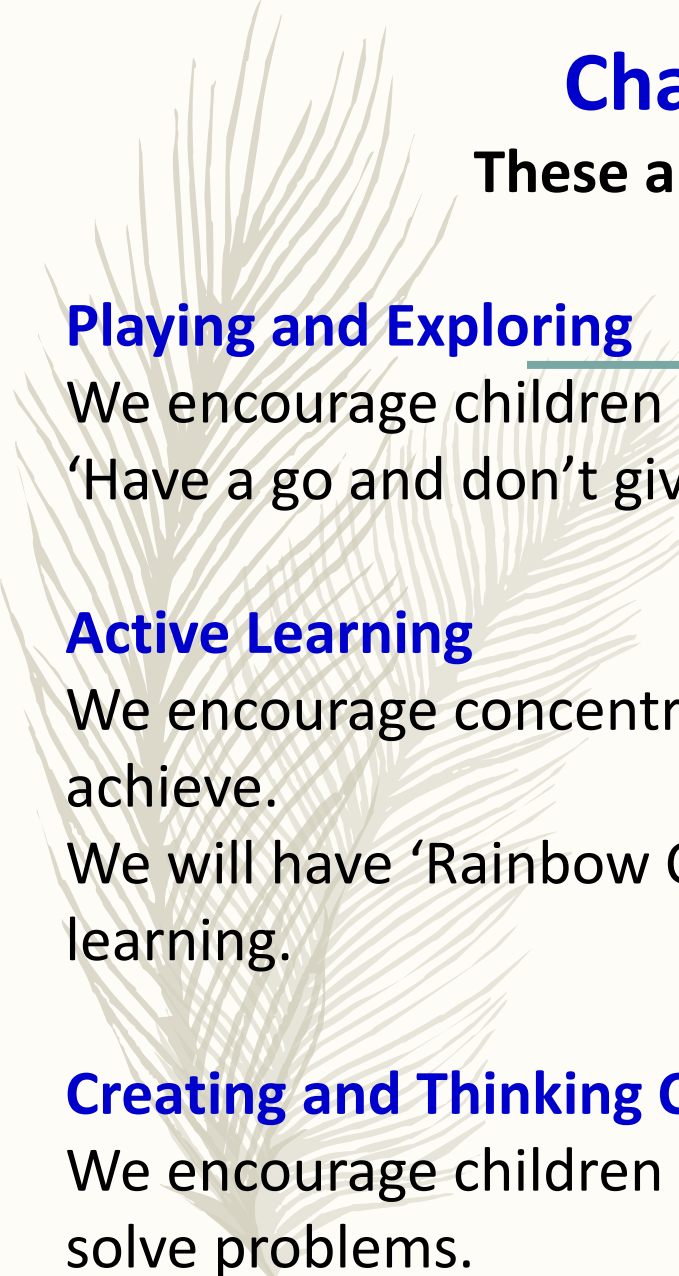
Prime areas that underpin all learning

- **Communication and Language** – this runs throughout all areas of learning
- **Personal, Social and Emotional Development**
- **Physical Development**

Specific areas of learning

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

At the end of Reception year there are 17 Early Learning Goals that children are expected to achieve.



Characteristics of Effective Learning

These are overarching principles of how children learn

Playing and Exploring

We encourage children to be inquisitive and investigate in their learning.

‘Have a go and don’t give up’.

Active Learning

We encourage concentration, perseverance and children to be proud of what they achieve.

We will have ‘Rainbow Challenges’ to encourage independence and ownership of learning.

Creating and Thinking Critically

We encourage children to develop their own ideas and draw on what they know to solve problems.

EYFS Framework

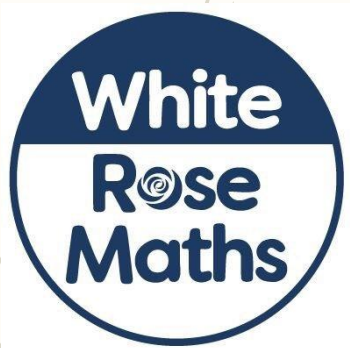
- Staff have good understanding of the abilities and skills of each child, and how to support them to develop.
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- Staff spend time directly with the children and make judgements about a child's progress and next steps.
 - The focus is to develop more natural play (continuous provision), conversations and interaction between adults and children.
 - We keep class floor books in Literacy, Maths, the wider curriculum and RE as a record of the experiences and learning that takes place in directed activities, play and self initiated activities.
 - Children still have a Writing, Read Write Inc, and Understanding the World book for focused, adult led activities.

There is an emphasis on the importance of developing communication and language skills.

- **Children are supported in building up vocabulary by increasing the number of words they know and can use.**
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- **More conversations between adults and children, but also children and their peers.**
 - **Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.**
 - **We encourage children to speak and share their ideas.**
 - **Adults model correct and clear speech for children.**
 - **We encourage turn taking in conversations and listening to others.**
 - **Read Write Inc phonics focuses on children pronouncing sounds correctly to help them blend words when reading.**

Tapestry

- Every child has a Tapestry account.
- We use Tapestry to share your child's experiences and 'wow' moments with you.
- Tapestry is not used as a means of assessment but does build up a record of experiences and achievements that can inform staff discussions.
- We may include ideas of how you could support your child at home in relation to their learning.
- We may add a question or challenge in response to a post as a next steps for your child.
- Please use Tapestry to share home and out of school experiences and achievements for your child.
- Tapestry can be used as a direct and private means of communication. Conversation threads may not be added to your child's journal.



Maths

- We adopt a mastery approach to the teaching of maths. This ensures that children develop a deep, long-term and secure understanding of the subject.
- We use White Rose Maths and NCETM as the basis of our teaching.
- The focus of the Early Learning Goal is number and number patterns, however although shape is not a focus of the Early Learning Goal it is taught throughout the year.
- We use resources to support the children in the learning and understanding of concepts e.g. Numicon and tens frames.
- We teach children to use diagrams to represent number sentences and problems.
- Subitise is a term your child will use in relation to maths – this is the ability to look at a small number of objects and instantly recognise how many objects there are without counting.

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

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Literacy



- Reading and early writing skills are taught through Read Write Inc.
- We encourage children to initially mark make – adding meaning to the marks they make.
- As the children develop an understanding of phonics we move on to writing words, captions and simple sentences.
- We teach children to apply their phonic knowledge to write independently – please avoid copy writing, writing in capitals or sounding out the word for your child to write. We want children to develop a confidence to sound out words to write independently and not be dependent on an adult giving them each sound to write.
- We give children a sound mat to support them and reassure them that we learn from our mistakes.

Understanding the World

Past and Present

- An understanding of the past through stories, photographs and learning about significant people linked to our themes of learning e.g. Gustav Eiffel – buildings and towers.
- Children are able to talk about the lives of people around them and within society.
- We have a class timeline to show learning in the past, present and future.

People, Culture and Communities

- We learn about similarities and differences between different religious and cultural communities.
- We use stories and non-fiction texts to support our learning about other countries and cultures.

The Natural World

- We explore the natural world, learn about contrasting environments and changes in the natural world. We learn about taking care of our world and endangered animals.
- Draw maps, pictures of plants and animals.



Expressive Arts and Design

Creating with Materials

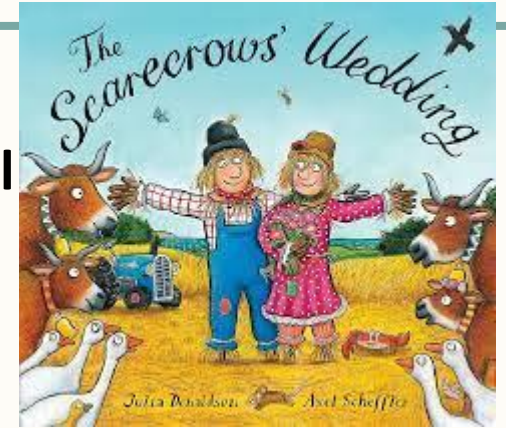
- Explore using tools and techniques to create models and pictures.
- Experiment with colour and texture in creating art work and models.
- Children can talk about what they have created and the techniques they have used.

Being Imaginative and Expressive

- Children are given opportunities through role play, resources relating to books to recount stories, use of puppets and toys.
- Rhymes and songs.
- Drama box of resources for children to express themselves.
- Small world activities to encourage language and imaginative play.

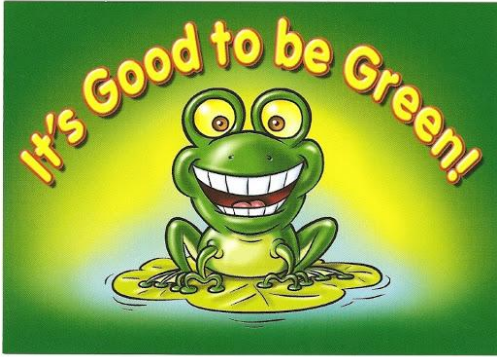
Reading stories is important to help children develop in all of Areas of Learning.

- This is a central part of the Reception curriculum at St Peter's.
- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and it is important children are read to as well as reading themselves.
- Children are also encouraged to use story ideas in their play.



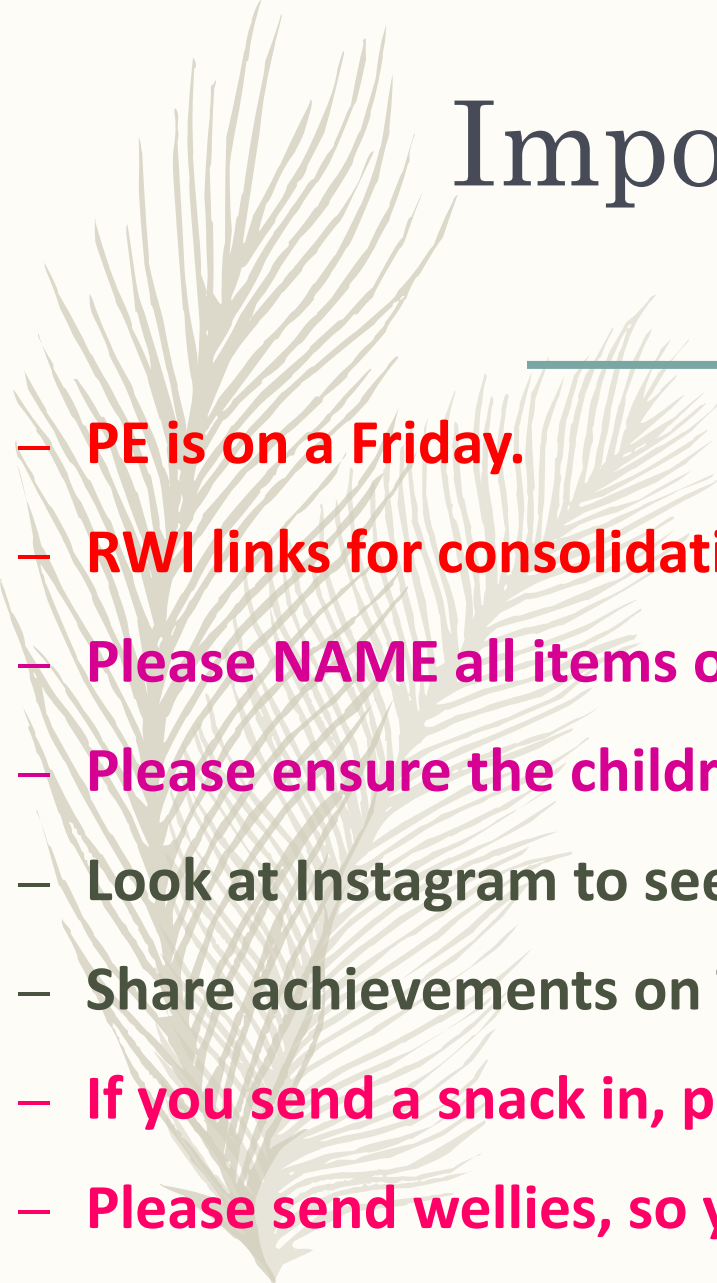
There is a focus on encouraging healthy choices overall and an understanding of oral health.

- Required to teach children the importance of brushing teeth.
- Focus on helping children to understand what choices to make that will help them to be healthy, for example which foods to eat and why.
- Getting into good routines from a young age is important as these often continue into adult life.



Behaviour

- At St Peter's we expect all children to adhere to the rules. Some of these are: -
- **Listening and following instructions**
- **Not hurting anyone**
- **Kind Words**
- **Looking after resources**
- **Class- Marbles-** the class collect marbles in a jar when they work as a team.
- **Individual-** Stickers and Team Points.



Important information.

- PE is on a Friday.
- RWI links for consolidation.
- Please NAME all items of clothing and footwear.
- Please ensure the children have a water bottle each day.
- Look at Instagram to see the learning and fun in Reception!
- Share achievements on Tapestry.
- If you send a snack in, please ensure it is healthy, no chocolate/ crisps etc.
- Please send wellies, so your child can play outside in the rain/ snow etc!



Well- being



- This is paramount in school for all.
- We encourage kindness and politeness towards each other.
- Our school vision is ‘Let Your Light Shine’ and we live through our Christian Values- Love, Trust, Thankfulness, Hope and Respect.
- We pray and reflect in the morning, lunch and home-time.
- Every child is important to us and we know they all have their own emotional needs, so we try to address any concerns straight away.
- We encourage the children to talk to an adult, either myself or another adult in class, if they feel unhappy or uncomfortable about anything.
- Positivity is a must!
- Please contact me if you or your child have any further concerns and I will endeavour to help.

Thank you
for your
support.

