

St. Vincent's Catholic Primary School

Reception Curriculum Meeting

Thursday 19th September 2019

**Miss L. Sheppard Mrs J. Jennings Mrs C.
Gerrard Miss M. Hollins**



The children's first weeks at school.

- Settling in
- Friendships
- Pupil Roles – Fruit and Book Monitors, Prayer Leaders and Line Leaders
- Lunchtimes – Cutlery, trays and manners
- Routines



Structure of the day

When children arrive at 8:45 they will settle down to an activity set up in the classroom for them to complete as the class arrive. Following this they have a 5 minute exercise session in the classroom (called 5 a day) where the children exercise to music.

The Children will have a 20 minute Phonic input.

Children will then complete a follow up activity at their table independently or work with the teacher or the teaching assistant to extend learning. The support is rotated throughout the week.



Structure of the day

After morning play there is a 15 minute Maths input. Children will then complete a follow up activity at their table independently or work with the teacher or the teaching assistant to extend their own learning within the environment. This support is also rotated throughout the week.

We also have 'freeflow opportunities' (where the children can extend their learning in our 'Main Area' or in the 'Outside Learning Environment'). In the afternoon, we focus on other areas of the framework such as R.E, PHSE, Knowledge and Understanding of the World, Expressive Arts & Design, PE and Computing



Our Curriculum Intent

Intention 1:

Developing the learning
(What we learn)

Intention 2:

Developing the character of our learners
(Who we are when we learn)

Intention 3:

Developing behaviours and habits to become effective learners
(Our actions and attitudes: How we act when we learn)

Intention 4:

Developing the spiritual and moral compass of our learners
(Our place in the community and wider world: Where we are)



Topics

Half term	Topics
Autumn 1	All about me
Autumn 2	Season and Celebrations
Spring 1	Winter/ Minibeasts
Spring 2	Minibeasts
Summer 1	Travel and Transport
Summer 2	Animals and Pets



Within the framework that we use to teach the children there are 7 main areas:

1. Personal Social and Emotional Development.
2. Communication and Language.
3. Physical development.
4. Literacy.
5. Mathematics.
6. Understanding the world.
7. Expressive arts and design.



Learning in Reception - Curriculum Mathematics

There are 2 aspects within this area of learning:

1. Numbers

ELG – Children **count reliably** with numbers from **1-20**, place them in **order** and say the number that is **1 more, 1 less** than a given number. Using quantities and objects, they **add and subtract two single digit numbers** and count on or back to find the answer. They solve problems, including **doubling, halving and sharing**.

2. Shape, Space and Measure

ELG – Children use everyday language to talk about **size, weight, capacity, position, distance, time and money** to **compare** quantities and objects and to solve problems. They recognise, create and describe **patterns**. They explore characteristics of everyday objects and shapes and use **mathematical language** to describe them.



Learning in Reception - Curriculum

Literacy

There are 2 aspects within this area of learning:

1. Reading

ELG – Children **read and understand simple sentences**. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some **common irregular words**. They demonstrate **understanding** when talking with others about what they have read.

2. Writing

ELG – Children use their phonic knowledge to write words in ways which **match their spoken sounds**. They also write some **irregular common words**. They write simple sentences which can be read by themselves and others. Some words are **spelt correctly** and others are **phonetically plausible**.



Learning in Reception - Curriculum Phonics

Phonics is a **key area** in Early Years and is taught on a **daily basis**. **Knowing and applying sounds is the foundation to reading and writing.**

In Reception, we begin with Phase 2 and move onto Phases 3 and 4. Each session, we recap sounds already learnt and introduce a new sound.

Resources pack – Key information: Phonic sound mats; name practise; high frequency words and alphabet letter formation sheet.

Online resource- Online resource: Jolly phonics, Letters and sounds; Phonics play and Bug club. ‘



Guided Reading

Children will read at regular intervals with their class teacher in a highly structured and organised guided reading session.

The purpose of this is to develop reading skills such as decoding and comprehension skills as well as developing a life-long love of reading.

Guided reading sessions are organised so that progress is tracked and the children's next steps in learning are planned for in the most effective way.



Home Reading

In the next few weeks your child will be bring home a book to share or a reading activity. It is so important to read with your child at home each night, if possible, and make a short comment about the session and sign the reading record book to show that your child has read.

Reading books will be changed every Monday and Thursday, however it is important that your child's reading folder is brought to school every day.

It would also be very beneficial to practise the high frequency words and phase 2/3 sound mats on a daily basis.

Bug Club – Each child will be given a username and password.



Religious Education

In Religious Education lessons we learn about a variety of topics including God's Wonderful World and the life of Jesus. We explore the story of Jesus' birth and the children take part in performing the Nativity Story. Through Collective Worship, Bible stories and class discussion, we teach the child how to treat each other with kindness and respect and the importance of letting their light shine.



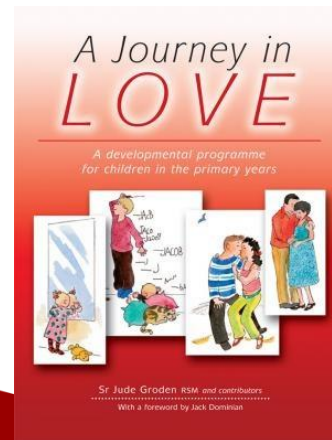
Pupil Led Worship

Throughout the year the children will be given the opportunity to prepare their own Pupil Led Collective Worship. Each child will take it in turn to bring home a prayer bag which contains a variety of religious objects, prayers together with an example template. This will help them structure their own Pupil Led Worship to share with the class.



Journey in Love Scheme

- We will implement the Relationship and Sex Education scheme this year.
- In Reception we learn that God loves each of us in our uniqueness.
- Children know and understand that God has made them unique and that although we are all different we are all special to Him.



Jigsaw

Alongside our Religious Education program, we follow a P.S.H.E scheme called 'Jigsaw'. This scheme is used throughout the school and deals with personal, social and health education topics that are appropriate for each year group.

Our year begins with....'Being me in my world' and continues with 'Dreams & Goals', 'Celebrating Differences', 'Healthy me' and 'Changing me'.



Baseline Assessment

We are currently carrying out a baseline assessment of all the children in Reception. This involves them taking part in practical activities which show us what the children can do. This is an invaluable tool for identifying individual starting points and planning the children's next steps. Data is analysed carefully and used to inform planning and teaching and learning.



Freeflow

What is it and how
does it work?



Importance of play

Play is the most natural way in which children explore the world around them.

As they play, children develop an understanding of themselves, their social environment and key aspects of the world around them.

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They learn to express their knowledge and understanding, their ideas and feelings.

These early play experiences provide the foundations for later learning.



Observations

Observation is an essential method of assessment to understand pupils' learning. Teachers and Teaching Assistants watch, listen and interact as pupils engage in different activities, events and experiences , and demonstrate their specific knowledge, skills and understanding.

Some observations will be planned but some may be a spontaneous capture of an important moment, sometimes referred to as a 'wow' moment.

This information is then used to plan next steps and the 'learning environment'.



Learning Journeys

Here at St Vincent's we place great value on the partnership between home and school. Throughout their time in the Early Years Foundation Stage we document your child's learning and development.

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We appreciate that as parents you are your child's first educator and that your child may well shine at home in a way we do not see during the school day. We would welcome any contribution from home to add to the assessment of your child.



School Trips

- December 2019 – The Christmas Experience at Tatton Park
- Date TBC – Manchester Airport (Summer Term)



What can you do to help your child?

- Ask the children to practise dressing and undressing themselves, especially zips and buttons.
- Practise writing their names with the correct pencil grip.
- Help them to recognise and form numbers up to 20.
- Practise sounds and the High Frequency Words (there is a list in your pack)
- Daily reading which will encourage them to develop a love of books.



Homework

Throughout the year, the children will be given homework to support and extend their learning. To begin with, we send name, **letter and number formation** sheets to practise.

We then move on to developing their **comprehension skills** alongside their **reading book** and **phonic practise**.

To finish the year, we send spellings home which are then tested in school.



Pupil Voice

Children are given the opportunity for pupil leadership

- Reception Voice (British Values)
- Wellbeing Champions
- School Council



Wellbeing

- Pastoral Care team
- Staff training in children's mental health
- Regular yoga
- Mindfulness
- Smiling Mind
- Time 2 chill
- Wellbeing Award



Behavioural Expectations

- Stay on Green
- Let your light shine
- Spotted Tickets
- Stickers
- Headteacher/Deputy Headteacher Awards
- Postcards home
- Marbles

Our behaviour policy is available on our website for further information.



Online Safety



We take Online Safety very seriously here at St Vincent's. We want to give the children the skills to be able to manage their online lives sensibly and securely as well as preparing them for the future.

We teach online safety in both Computing with Mrs Patiniott and PSHE lessons. These are age appropriate lessons.

In **Reception**, the Computing topics are linked to topics that they are studying in class each half term.

Each half term a different topic is looked at and each topic features online safety advice. For example in the topic on '**Minibeasts**' the children find images of mini beasts of their choice, which they then link to the appropriate habitat. The children always use 'Google kids' and 'Safe searches' and we discuss what to do if they see an image that is not age appropriate.

We will celebrate Safer Internet Day next year on Wednesday 5th February (official day is Tuesday 11th Feb but we are on half term).



Online Safety



If you feel there are any issues we need to be aware of, please do not hesitate to contact us or arrange a meeting.

We also have a new tool on our website called 'Whisper' where you can report any issues to us.

If you would like to find out more about how to keep your child safe online visit:

<https://www.nspcc.org.uk/>

<https://www.childnet.com/>

<https://parentzone.org.uk/home>

<https://www.common sense media.org/> - For age reviews on games, films, apps and TV shows.

Our school website also contains lots of useful information -

<http://www.stvincents.trafford.sch.uk/page/online-safety/22408>



Thank you!

Thank you for coming this evening. It has been wonderful to see how well your children are settling into school life here at St Vincent's.

