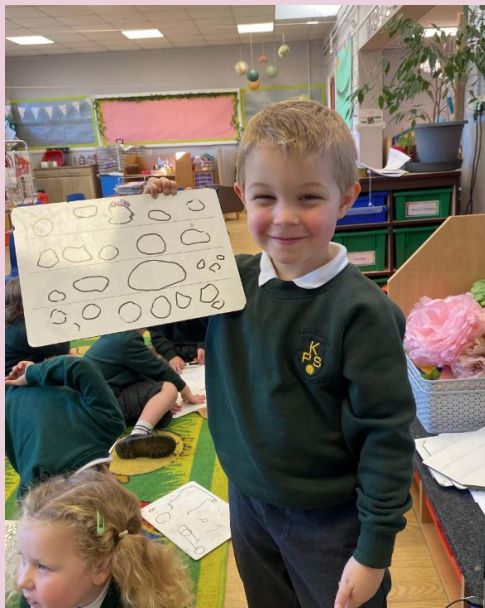


Welcome to our Reception Phonics Evening

October 2024





KNAVESMIRE CHARACTER IS:

Being **CREATIVE**, **ARTY**, and having **FUN**.

Taking **RISKS** in learning, being **ENTHUSIASTIC** and **PASSIONATE**.

Being **HARD-WORKING** and **RESILIENT**, but also being **EXUBERANT** and **SPIRITED**.

Having **ASPIRATION** and being **DETERMINED** while having **HIGH EXPECTATIONS**.

Celebrating being **UNIQUE** and **INDIVIDUAL**, and being **SPORTY** and leading a **HEALTHY** life-style.

Embracing British Values of: **DEMOCRACY**, the **RULE OF LAW**, **MUTUAL RESPECT**, and **INDIVIDUAL LIBERTY**.

OUR KNAVESMIRE CHARACTER SHAPES OUR SPIRITUAL, MORAL, SOCIAL CULTURAL GROWTH.



50 THINGS YOU'LL DO BEFORE YOU LEAVE KNAVESMIRE:

1. Go on job of school trip
2. Take part in a competition
3. Learn to play an instrument
4. Learn to swim
5. Perform on stage
6. Stay in front of an audience
7. Join a club
8. Make something delicious
9. Learn in a range of environments
10. Use an outdoor field
11. Take part in a 'Wacky Wednesday'
12. Learn outdoors
13. Complete the Golden Mile
14. Help money for a charity
15. Make friends
16. Come to school in rainy weather
17. Grow something
18. Learn the importance of recycling
19. Be a 'Star of the week'
20. Do something to benefit the wider community
21. Enjoy a meal with a friend
22. Take part in a Sports Day
23. Go to the Theatre
24. Learn a new language
25. Contribute to a charity
26. Conduct a Science investigation
27. Try food from a different culture
28. Take part in a Festival
29. Upgrade to new technology
30. Cross a road safely
31. Challenge yourself
32. Walk to a star to accomplish something
33. Have the opportunity to be a leader
34. Take a risk
35. Visit another school
36. Do a presentation for your family or friends
37. Meet and hold (if you wish) an animal
38. Welcome visitors to our school and learn from them
39. Attend a school assembly
40. Observe a volunteer change into a leader
41. Borrow a library book
42. Represent the school at a sport
43. Create a work of art
44. Take part in a project
45. Support the Friends of KPS
46. Contribute towards learning journey
47. Communicate with someone from another country
48. Visit an art gallery and an museum
49. Learn to be a judge, composer, writer and choreographer
50. Celebrate the end of 193 with a Graduation



How we learn in Reception

In Reception we encourage open ended free flow play where children can learn through things that interest them! It is amazing how much you can learn when playing in the sand - measure, capacity, role play, writing... and the list goes on. The staff in Reception are always on hand to scaffold play and enrich the experiences on offer.

After the first few weeks we start to introduce some more short focused carpet sessions. These carpet sessions are predominantly Maths, Phonics, Literacy and circle time and will last about 20 minutes. These sessions are often followed up by a fun, play based and adult led activity.

Throughout the year we offer the children many enriching activities such as trips, Forest School, Theatre visits etc that all help the children to become confident and comfortable with new experiences - All things that go towards children doing the Knavesmire 50!



A day in the life of Reception!

	8:50-9:20	9:20-9:30	9:30-10:15	10:15-10:45	10:45-11:30 Phonics Int.	11:30-11:50	11:55-1:10	1:15-1:30	1:30-2:15 Phonics Int.	2:15-2:25	2:25-3:00
Monday	Handwriting/ get squiggling/ dough disco	Phonics	Play	Fruit and milk GLITS	Play	Literacy (Writing)	L U N C H	Play Group Reading		Afternoon Snack	Circle time games
Tuesday	Handwriting/ get squiggling/ dough disco	Phonics	Play	Assembly Fruit and milk GLITS	Play	Maths	L U N C H	Group Reading/ Library	Play	Afternoon Snack	Group Reading/ Library
Wednesday	Handwriting/ get squiggling/ dough disco	French	Play	Fruit and milk GLINTS	Play	Music	L U N C H	Phonics	Play	Afternoon Snack	Big Idea Circle time games
Thursday	Handwriting/ get squiggling/ dough disco	PE	Play	Assembly Fruit and milk GLITS	Play	Forest School/ Group Reading	L U N C H	Phonics	Play	Afternoon Snack	Tidy Circle time games
Friday	Handwriting/ get squiggling/ dough disco	Phonics	Play	Fruit and milk GLITS	Play	Maths	L U N C H	Big Idea	Play	Afternoon Snack	Tidy Circle time games

Early Years Team

Miss Coulson - Romans Teacher

Miss Copping - Vikings Teacher

Mrs Burley - Romans Teaching Assistant

Mrs Fairburn - Vikings Teaching Assistant (Monday - Thursday)

Mr Chester - Vikings Teaching Assistant (Friday)



The Early Learning Goals

Communication and Language Early Learning Goals

Listening, Attention and Understanding

- 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

- 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 making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development Early Learning Goals

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development Early Learning Goals

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design Early Learning Goals

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics Early Learning Goals

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy Early Learning Goals

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Understanding the World Early Learning Goals

Past and Present

- 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

- 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.
- Explain in some similarities and differences 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

- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Big Idea

In fitting with the rest of the school, the Reception curriculum is built around the Knavesmire Big Idea. The Big Idea is meticulously planned to give a broad and balanced range of knowledge across all subject areas, in a way that is influenced by the children's interests and prior knowledge. Our Big Ideas are purpose led with an end goal or guiding purpose that we need to meet. In order to meet these goals, we ask and answer a series of questions to allow us to do so. Throughout the year we will share our Big Idea learning with you through Knowledge organisers that will be uploaded onto the school website.



Maths

Maths is taught not only through many areas of provision but also through focus learning sessions on the carpet that are followed up by a fun activity. We aim to engage children and encourage mathematical thinking and concepts. We will often set problem solving tasks where the children get very excited and work out things for themselves. We begin by teaching the basic counting principles that ground the children's mathematical thinking and then we move onto more complex aspects such as 1 more/1 less, ordering numerals and number bonds to 10. Below is the ELG that the children are aiming for at the end of Reception. We use the White Rose Maths scheme to guide our planning.

Number

- Have a deep understanding of number to 10, including the composition of each number.
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Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
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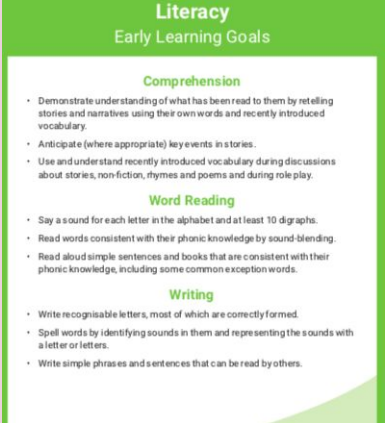
Literacy & Phonics

In Reception we aspire to spark a love of reading and books. We have a language rich environment and each week explore a wide range of books each week. Each of our Areas of Provision is enriched with books and writing opportunities.

The children also partake in 2/3 short focused Literacy sessions a week where we explore different texts, writing skills and concepts needed for reading and writing. These are followed up by adult led activities and enhancement to the provision that the children can engage in.

We teach phonics every morning. Phonics can be a strange concept to many people as many of us did not learn to read and write through phonics ourselves. We will talk about this more in the next section.

We no longer teach baseline script handwriting throughout Reception to allow children to grasp reading and writing of letters.



Literacy
Early Learning Goals

Comprehension

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Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

PE

Physical education happens throughout the day in Early Years every day with all that we do. We do however have a set focus PE session on a Thursday morning where the children will get changed and go to the MUGA or hall to do a focus PE session.



Physical Development Early Learning Goals

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Music and Languages

Music and Languages are taught on Wednesday mornings by Mrs Hardy/Mr Sherwin (Music) and Miss Lupton (Languages).



Parental Engagement

Parental engagement is a key factor to helping your child succeed in school. We are always available if you would like to talk about your child's progress, any interests that they may have or any concerns that you may have. Please catch us once the children are all safely in/out.

Please see Class Dojo for daily updates.

See the website NEWS section for weekly updates.

See 'Big Idea knowledge organisers' on Reception NEWS section for information on what we are learning.

Reminders

- Water bottles/drinking
- Naming things - We already have jumpers/cardigans/snack boxes with no names and no children are claiming them.
- Bags
- Snacks in small boxes
- Healthy food
- Grapes (please cut them up)

Any questions?

Now on to Phonics!