

Belmont Cheveley Park Primary School



Passport
to

Reception



Some outings I will experience in Reception



In Reception we love to have a trip out – we get to learn and experience exciting things about the world around us. Sometimes these are linked to our termly topics. Other times it's to build on our gross motor skills or simply a treat if we have been working hard.

These outings can include;

- **Christmas panto** - to watch a traditional story being acted out. This helps us build our confidence especially leading up to our Christmas Nativity.
- **Silksworth Ski Slopes** – we learn all about Winter in January. Unfortunately, we don't always get snow here in the UK, so what better way to practise our gross motor skills than snow tubing down a huge ski slope.
- **Library** – we love story time and reading books so we visit the library a few years over the year. We have a story read to us by a librarian and choose a book to bring back to school.
- **Care home** - At Christmas time we visit the local care home to sing Christmas carols and make cards for our local residents – it makes them feel ever so happy.
- **Post office** – we walk to our local post office, purchase a North Pole stamp and post our letters to Santa in the HUGE red post box.
- **Sainsburys** and the local **fruiters** – we often like to cook and bake in Reception so we often need to collect our shopping at the local shops.
- **Park** – we have a lovely big and little park in our local area – we love to swing, climb and slide, we often stop off here after our local area visits. It's so good for our gross motor skills. We learn how to balance with co-ordination, build on our core strength and manage risks safety.
- **Daisy Rose Café** – We love to pop in for cake and a drink to support local businesses – we practise using money and learn how to sit at a table and show good manners when in public places.
- **Hall Hill Farm** - We learn all about life on the farm. We handle animals with care, learn about the importance of looking after them and have hands on experiences of what it must be like to be a farmer – from tractor rides to bottle feeding lambs.

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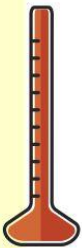
Reception

UTW (Understanding the World)



PAST & PRESENT;

- Share photos of the 'old days' know the difference between now and in the past
- Talk about grandparents and some of the toys in which they would have played with in the past and how they differ to toys now
- Talk about new life and seasonal changes – observe animals – farm trip
- Talk about life in the past and old and new toys – comparing bedrooms now and then, homes and Durham city



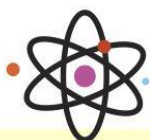
PEOPLE AND COMMUNITIES;

- Draw their family and describe who they are 'who lives with me'
- Understand families are made up of different people and that we don't all have the same set up – some people may have two mummies/ two daddies/ grandparents/ carers who love and care for them. Some people may have a dog while others have a cat or no pets at all
- Celebrate Diwali – understanding other cultures celebrate different festivals to themselves – tasting Indian food, Diwali diva lamps, making Rangoli patterns and Indian dancing.
- Celebrate Chinese New Year over week – trying different foods, Chinese dragon dancing, Chinese writing and learning about different communicates, people and cultures – writing Chinese letters, tasting Chinese foods, making lanterns, dragon dances
- Know places are special to others – church, places of worship -understanding each other's differences but respecting we are all one but all different – visiting our local area; shops, park, church, library and care home.



THE NATURAL WORLD;

- Talk about immediate place in which they live – Belmont, Road, Shops, House they live inside
- Talk about animals that are awake at night – Owl Babies – linking the story also to setting of night time and what animals might come out at night
- Observe, note and record the weather
- Know the place in which we belong – England – Durham – Belmont is a place – look at our homes on google earth
- Talk about ways we look after the planet – recycle, water waste, plastic
- Talk about winter changing from spring – dark nights and what weather is like in these months
- Look at globes and maps and notice how places compare – looking at books and photos – hot places to cold and comparing how it might feel in these places and how we may get to these places – train, plane...





Reception PD (Physical Development)



GROSS MOTOR SKILLS;

- P.E sessions x2 per week
- Growing ability to negotiate space successfully – stop and anticipate danger of collision
- Developing overall body strength in a range of PE experiences such as gymnastics, obstacle courses, balls skills, dance
- Chooses to move in a range of ways, moving freely with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Shows increasing controls over an object in pushing, patting, throwing, catching and kicking it
- Sequence a three-part dance routine
- Balance on play equipment, apparatus and at the park
- Throw and catch a large ball
- Uses their core muscle strength to achieve good posture when sitting at a table or sitting on the floor – can pull themselves up from lying flat – sometimes may need to still use hands to support
- Developing confidence and competence, precision and accuracy when engaging in activities that involve a ball

FINE MOTOR SKILLS;

- Weekly squiggle wiggle sessions to build on children's early writing skills
- Wednesday weekly handwriting sessions for fine motor practise
- Finding a preference for dominant hand and becoming consistent at sticking to that hand
- Forming recognisable letters over the course of the year
- Sizing of letters is more consistent
- Draws pictures with increasing detail
- Uses a range of tools successfully both to manipulate and create, whilst handling them effectively – i.e. scissors for cutting, pens, crayons, paintbrushes, cutlery
- Mark making experiences such as – sticks in the mud, glitter trays, gloop, paintbrushes on the fence, fine motor table – pom poms and tweezers, peg boards, threading, tap a shape etc



Reception

EAD – Expressive Arts & Design



CREATING WITH MATERIALS;

- Printing Diwali cards, henna and Rangoli patterns with sand – using mix materials to explore
- Learn how to mix colour and choose colours for a purpose – green grass
- Making a patch work woven quilt for Mr Bear
- Make puppets and animal masks – learning how to cut out carefully
- Produce paintings, observational drawings linked with topic work
- Explore and use a variety of artistic effects to express their ideas and feelings
- Expresses and communicates working theories feelings and understandings using a range of art forms – e.g. movement, dance, drama, music and the visual arts
- Develops their own ideas through experimentation with diverse materials – light, projected image – overhead projectors, loose parts, watercolours, powder paint to express and communicate their discoveries and understanding
- Explore with clay and mod rock with produce sculptures and art forms
- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this (child physically demonstrates), that peg looks like a mouth
- Shares and talks about their creations with friends

BEING IMAGINATIVE & EXPRESSIVE;

- Learn new songs linked with phonics, topic and other
- Wake up shake up daily morning dance routines
- Take part in Reception's ever-changing role-play room – Hairdressers, dark room, shop, post office, supermarket, home corner, jungle, beach room – to act out stories and role-play
- Builds up a collection of songs and dances across the year
- Explore with instruments, learning how to play them loud, quietly, softly, fast and slow
- Make movements to music when they hear songs – building up rhythm
- Explore and engage in music making and dance, performing solo or in groups – from their Christmas nativity on the stage to singing to peers on Reception's inside and outside stage.
- Sing in a group or on their own, matching the pitch and following the melody
- Make music in a range of ways – playing with creating sounds from instruments, body claps, mouth noises, follows simple beats
- Narrate story lines within their play



Reception

PSED – Personal, Social & Emotional Development



SELF-REGULATION;

- Learns how to become independent and ask an adult for support if needed
- Show a sense of self-satisfaction when sharing – demonstrates some ability to negotiate sharing suggestions – 'I'll have it first, then you can...' during play in day to day scenarios
- Participate in group activities such as, parachute games and circle time – discussing similarities and differences amongst themselves and their peers
- Build on skills of assertion, negotiation and compromise learning how to wait their turn, be cooperate and flexible – modelled within every aspect of day to day experiences, activities and topics across the year
- Through topics such as Winter and from a visit to the farm – learn the importance of caring for animals – meeting the needs of pets and why animals around the globe have different habitats and needs



MANAGING SELF;

- Drawing and creating their classes own school rules at the beginning of the year
- Learns how to turn take when adults aren't present
- Growing ability to compromise and negotiate – often with support
- Enjoy a sense of belonging and be able to describe themselves, drawing upon photos in news, such as sharing their ALL ABOUT ME books and photos. Knowing who they and what they are interested in – likes and dislikes
- Learn how to keep themselves safe in and around the classroom – managing risks in their outdoor area and forest school
- Learn how to keep themselves and others safe around things that could hurt us – Bonfire safety – using sparkles and participating in PowerPoint discussions/ making fires in forest school etc



BUILDING RELATIONSHIPS;

- Recognise how others might be feeling and responds to this - learning through circle time and small group discussion – using masks, stories and props to understand facial emotions
- Show kindness to others – knowing right from wrong/ mean and kind and what the word bully means
- During topics such as Christmas – reading Laura's Star and making wishes and cards to a friend to tell them that they are special
- Creating invitations to invite someone in their class to our Bug Ball party and Superhero parties
- Listening to the story of the Rainbow Fish – who is your special friend? Writing on a fish scale something kind to their special friend.
- Learning about how others have different likes and interests – celebrating Diwali, Chinese New Year, discussing places and people from around the world. Learning that just because we have different religions and backgrounds - we can all be friends and we are ALL important and equal





Reception

Communication & Language



LISTENING, ATTENTION & UNDERSTANDING;

- Participating in circle times, group discussions weekly
- Language link programme to support children's ability to understand prepositions, verb tenses, negatives ...
- Be introduced to new vocabulary they have heard within stories and topic discussions – books such as Owl Babies, Laura's Star, Supertato, Peace at Last, Rumble in the Jungle, Light House Keeper's Lunch
- Play and act out in Reception's ever-changing role-play room – thinking about what conversations may take place in a hairdressers, supermarket, Sanat's Grotto etc
- Learn how to ask and answer questions – hot seating Supertato and Winnie the Witch– where are you from, why are you here, what do you want, how did you get here?
- Listen carefully to instructions on how to bake a Christmas cake
- Participate in daily 'talking partners' with peers – can you tell/ask your partner what you/they found out?

SPEAKING;

- Learn how to speak in small groups and whole class discussions
- Learn new vocabulary - introduced through topics and in stories
- Stand on stage participating in songs and performances, such as their Nativity
- Take into account ideas expressed by others in conversations - answering relevant questions about what they have heard and understood. Answering appropriately.
- Have conversations amongst themselves and with adults during day to day play. Showing the ability to have a back and forth exchange, without jumping from topic to topic in conversation
- Describe events in detail – in situations such as show and tell and news time
- Use extended sentences with connectives – and, after, next, then, because
- Recall simple stories and act out role-play sequences – three little pigs, Owl Babies – using puppets they have made in class
- Recall experiences with a clear chronology
- Use talk across many topics to practise speaking skills – discussions on how we describe something, i.e. describe animals – imagine someone had never seen a tiger before, how could you explain/ describe its appearance, the way it moved etc
- Learn that questions are when we want to find something out/ learn something more – topics such as Alien Bob, Supertato Hot seating activities – what could we ask them. Mind mapping, circle time, visitors



Reception Literacy



COMPREHENSION;

- Read and understand simple sentences from schools Bugclub books
- Read familiar words and signs around the classroom – picking up new words and meaning in our role-play room. I.e. – In the Jungle room children will see names of animals. In the hairdressers they will learn the named word for hair equipment, in the home corner children will see words all around them which label items such as the kitchen, sink, bed, living room, bathroom etc.
- In phonics, activities to aid comprehension such as – read and draw, read the sentence and match it the correct picture, read and find the clue and more
- Discuss characters in books and participate in character descriptions learning new vocabulary
- Recall familiar stories and understand principle characters in traditional tales – we go into detail about the Three Little Pigs, discussing beginning, middles and endings to story.
- Story topics involve, Owl Babies, Peace at Last, Laura's Star, Supertato – children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipating – 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
- Growing ability to mediate sentence ideas in news writing but needs reminding of what they wanted to write throughout – is becoming increasingly confident in reading work back to anticipate for themselves – what comes next

WORD READING;

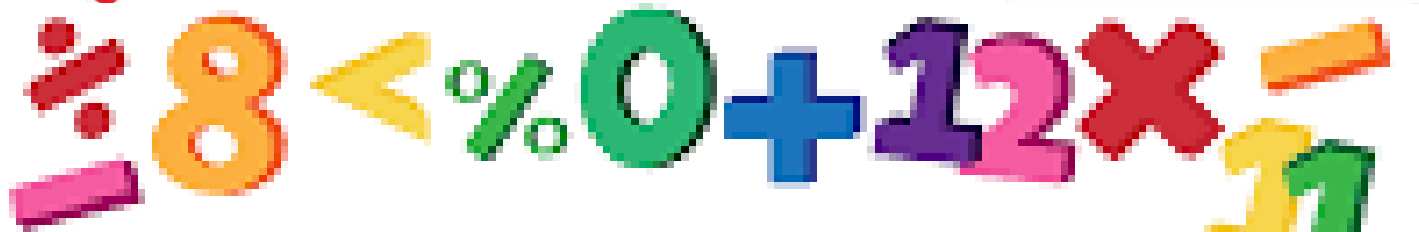
- Daily phonics 9-9.25am – following Bugclub scheme of work
- Children read tricky words from sets 1, 2 and if they manage -3. These include – I, no, go, to, the, he, me, we, be, she being introduced to said, was, you, my, went, they, this, then, that, then, all, so, do, some, come
- Phase 2 letters are embedded (alphabet sounds)
- Children then are introduced to digraph sounds (two letters making up one sound) and trigraphs (three letters making up one sound.) These include - ff, ll, ss, ,sh, ch, th, ng, ai, ee, igh, oa – pushing to oa, oo/oo , or, ar etc IF embedded
- Children notice and read familiar words and signs around their classroom environment, including the role-play room
- Children learn how to spell and read CVC (consonant, vowel, consonant) words, once consistent moving children to CVCC/CCVC.
- Children in summer term will learn cluster sounds and two syllable words – **brush**, **expand**.

WRITING;

- Participate in squiggle wiggle sessions weekly, to build fine motor strength
- Hand writing letter formation each Wednesday to learn how to carefully write recognisable letters
- Write in a range of ways to keep learning fun – making marks in the mud, drawing in the sand, using our fingers in shaving foam, writing in glitter trays with fingers and brushes, using chalks on the yard, writing letters with paintbrushes dipped in water outside on the fence.
- Writing not only WITH a range of materials, but ON a range of materials - our outdoor large chalk board, inside whiteboard, on the yard, into clay, under the table, onto laminated plastic sheets and putting these onto a light box. The list goes on.
- Writing for a purpose – linking, where appropriate, to our topic. For example, shopping lists for baking, clues for a minibeast hunt, warning signs for dinosaur dangers, tiger facts for the jungle, post cards for the seaside topic...
- Becoming more confident at simple sentence writing and showing some improvement in independence – weekly News writing each Monday, to aid emergent writing skills and confidence
- Writing with more control and sizing more consistent
- Some awareness of finger spaces, capital and full stop but may need support with this at times
- Spell words by identifying sounds in them and representing the sounds with a letter of letters



Reception Mathematics



NUMER;

- Become consistent at recognising numbers to 10, having a strong understanding of the value of these numbers
- Form digits 0-10 recognisably
- Understands ordinal numbers 1st, 2nd, 3rd
- Participating in counting songs and rhymes
- Explores using a range of marks to record ascribing mathematical meanings to their work – cardinality
- Link numerals and match quantity to corresponding number correctly up to 10 – cardinality
- Subitise numbers to 5 without counting in a range of topics over the year, such as 'snowflake show me'
- Explore estimation by guessing how many there are in a group
- Learn how to record using marks and numerals – outdoor number hunts, chalks on the yard, painting numbers on the fence
- Learn their number bonds to 5 and some understanding to 10
- Automatic recall including subtraction facts to 5 'If I take 3 from 4 how many would be left?'

NUMERICAL PATTERN;

- Participate in weekly 'Mathseeds programme' consolidating all mathematical skills
- Verbally count beyond 20 – learning how to rote count in daily experiences, walks up steps, claps in a song...
- Compare quantities recognise when one group has more or less than another to 10 – less than/ fewer – comparison
- Share between 2 with objects to 10 – 4 – 2+2/ 10 – 5+5 – extending vocab – composition – partitioning
- Understands biggest and smallest numbers to 10
- Explore and work out mathematical problems using signs and symbols +, -, = - composition
- Use mathematical language to name shapes – heart-shaped, rectangle as well as mathematical terms to ascribe shape properties – straight edges, curved, roll, flat, corners – making shape pictures, shape hunts, connected materials such as junk modelling and construction toys like Reception's blocks.
- Growing understanding of more/less/bigger/greater/fewer/not enough/too much by being introduced to mathematical vocabulary – ordering sticks by height in three little pigs
- Share objects up to 6 – knows when given 4 – 2 + 2 / 6 – 3 + 3
- Explore with a range of measuring tools in everyday play – 'use the ruler to see how long it is'
- Compose/decompose shapes, notices a circle may be made with two semi circles or a rectangle with two squares.
- Uses language linked to everyday measures – long, wide, tall, small, biggest, largest
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- Learn how to double and halve – activities such as 'Double it to Eat it Cafe'

