


# Reception Curriculum Evening



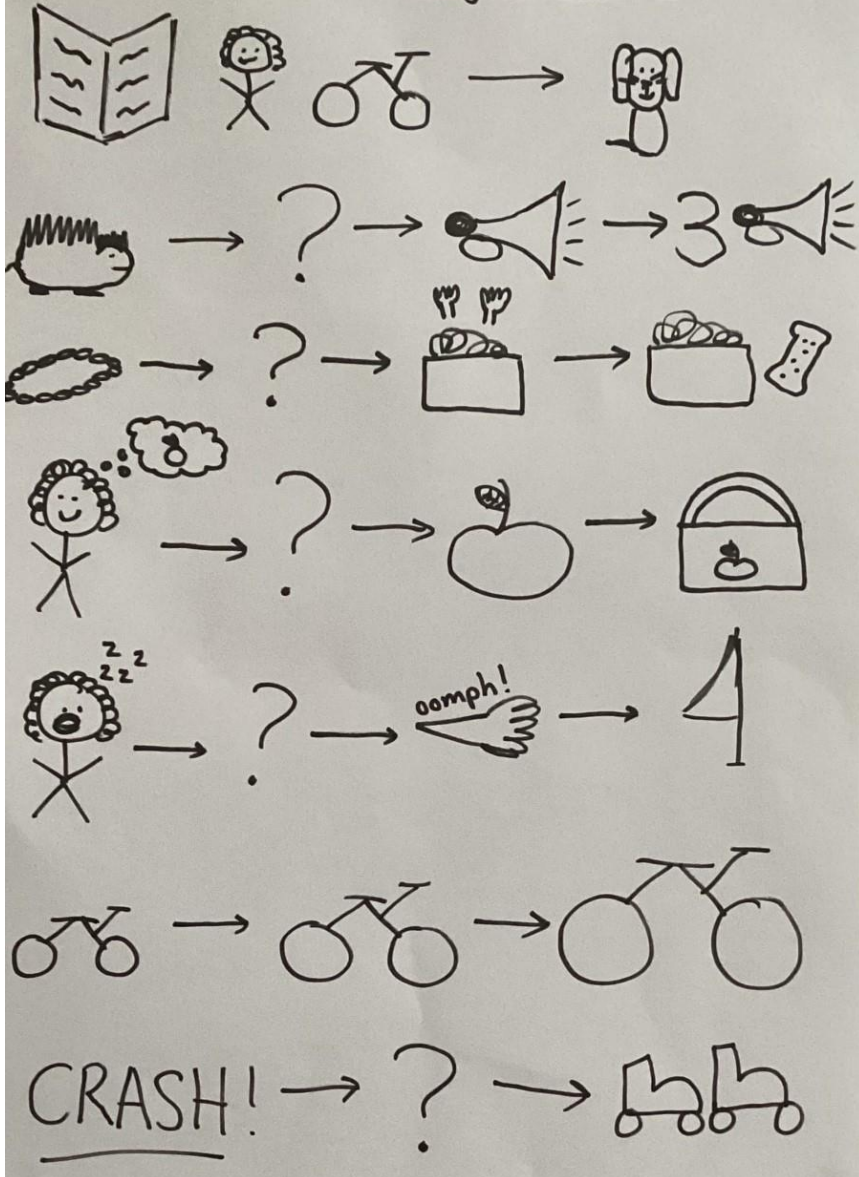
The slide features a decorative border of green leaves and branches in various shades of green and grey, framing the central text. The leaves are arranged in a pattern that follows the corners and edges of the slide.

# Talk 4 Writing



- Hook and story
- Story map
- Talk4Writing actions
- Role play and continuous provision
- Links to writing
- Foundations of story-telling
- Rich descriptive vocabulary
- Imitation, innovation, invention

## Mrs Armitage on Wheels



## Story map activity

- Think about the original Mrs Armitage story.
- How can you change it? Which substitution would you make?
- Can you rewrite the story?
- What would happen? What would stay the same? Why would it change?
- How would this change the story map?

A decorative border of green leaves and branches surrounds the central text. The leaves are in various shades of green and brown, and the branches are thin and delicate.

# Fine Motor skills



#### **FISTED GRIP**

1-2 years old

Children often hold their writing tool like a dagger, scribbling using their whole arm.



OR



#### **DIGITAL PRONATE GRIP**

2-3 years old

All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy a horizontal, vertical and circular line.



#### **4 FINGER GRIP**

3-4 years old

4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.



#### **STATIC TRIPOD GRIP**

4-5 years old

This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.



#### **DYNAMIC TRIPOD GRIP**

By 6 or 7 years old

Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.



## Handwriting practise:

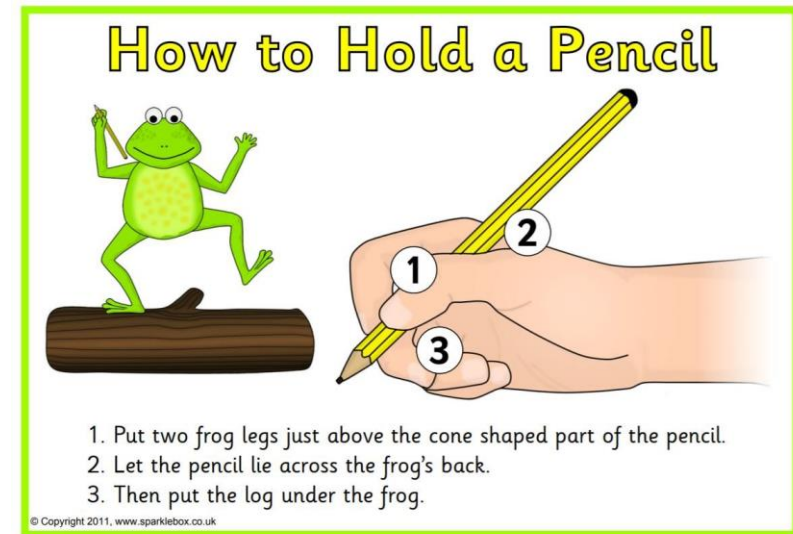
- Daily handwriting practise
- Letter formation phrases.
- Handwriting lines
- Writing at home

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# Fine motor activities



- Dough Disco
- Playdough
- Tweezers and tongs, rolling – cooking
- Threading – beads, string, buttons
- Monkey bars, climbing.
- Construction – Lego, building
- Pegs –washing lines
- Squeezing bottles/sponges
- Elastic bands
- Puzzles
- Finger painting
- Finger exercises
- Reminders for correct pencil grip – frog on a log




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# Maths

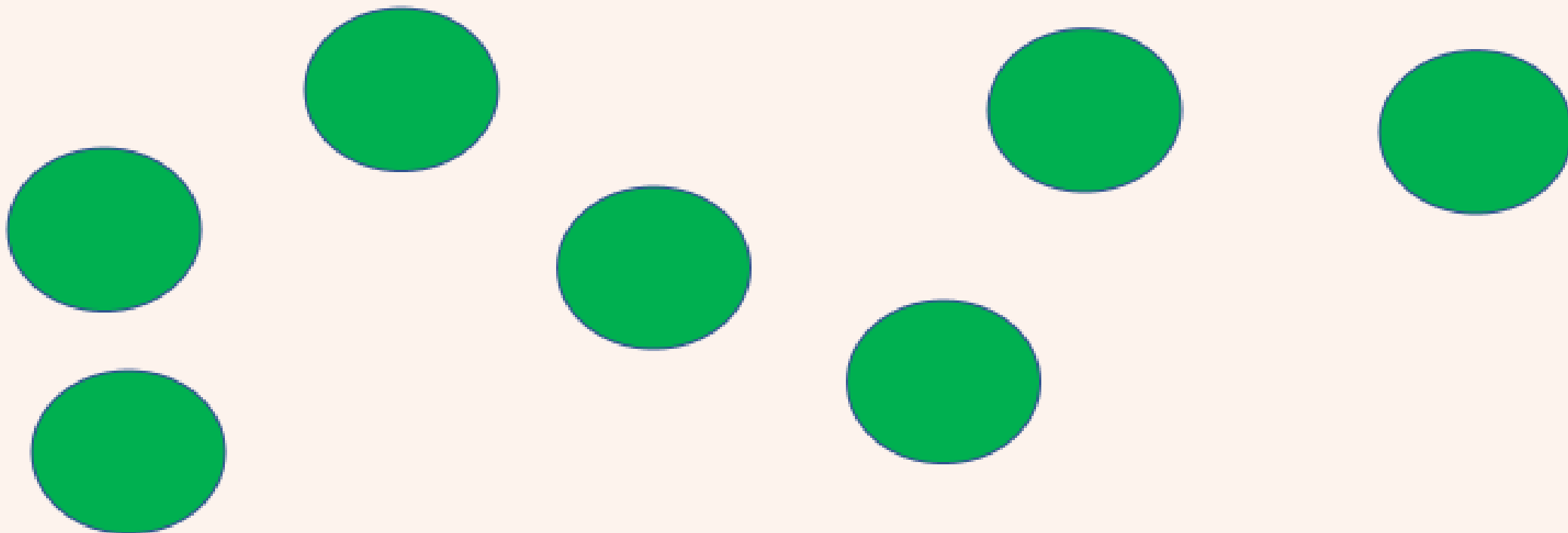
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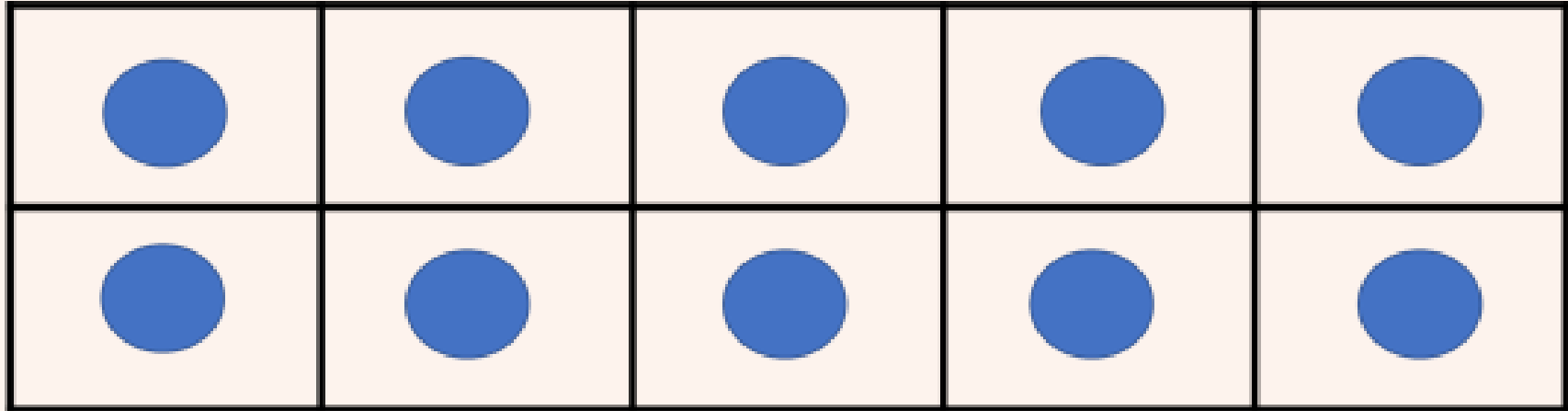
Number











A decorative border of green leaves and branches surrounds the page. The leaves are in various shades of green and are arranged in a natural, flowing pattern.


Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p><b>Pupils will:</b></p>

[Log in | NCETM Axis](#)



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### **Use your hands**

You can use your hands to visualise numbers. For example, five can be represented by five fingers on one hand, or three fingers on one hand and two fingers on the other.

### **Fantastic flashcards**

Make some flashcards that show dot patterns, tally marks and fingers being held up (if you are feeling creative!). Can your child tell you how many there are without counting?

To make this harder, show them a flashcard for only a few seconds and then hide it! This encourages them to subitise rather than count.

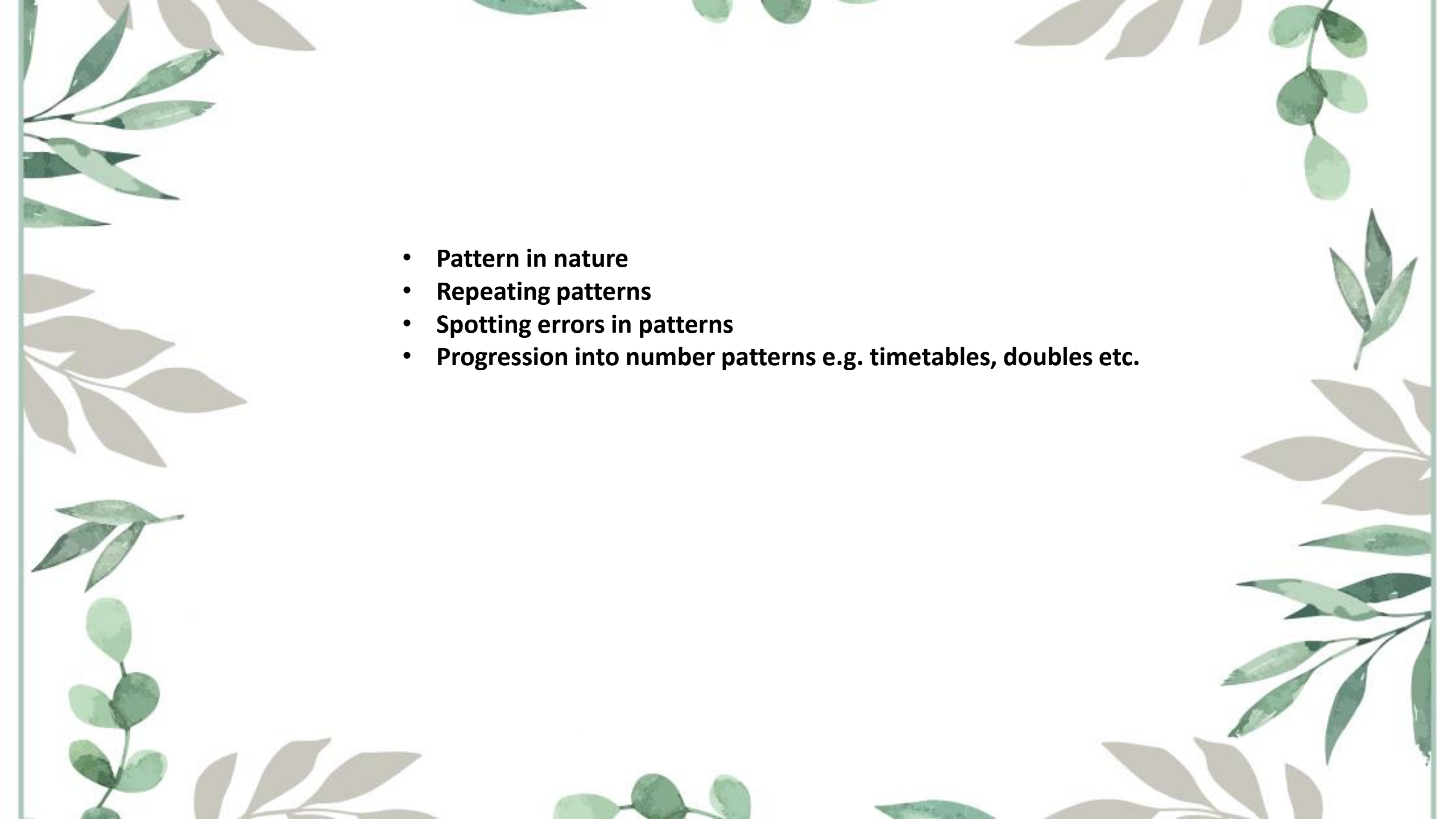
### **Colourful counters**

Throw a small number of counters in two different colours on a table and ask your child to say what they see.

For example, “I see three red counters and two yellow counters. There are five counters altogether”. You don’t have to use counters either — there are plenty of alternatives.



# Pattern

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- A decorative border of green leaves and branches surrounds the central text. The leaves are in various shades of green, from light to dark, and are arranged in a natural, flowing pattern. The branches are thin and dark green.
- **Pattern in nature**
  - **Repeating patterns**
  - **Spotting errors in patterns**
  - **Progression into number patterns e.g. timetables, doubles etc.**

A decorative border surrounds the page, featuring various green leaves and branches in different shades of green and some in a muted, greyish-green tone. The leaves are scattered around the perimeter, creating a natural, organic frame.

# Reasoning

**Play and have a conversation with your child by asking them questions..**

What is next in the pattern?

What would happen if I remove this item from the pattern?

What do you notice?

Tell me about what you're doing?

**How do you know?**

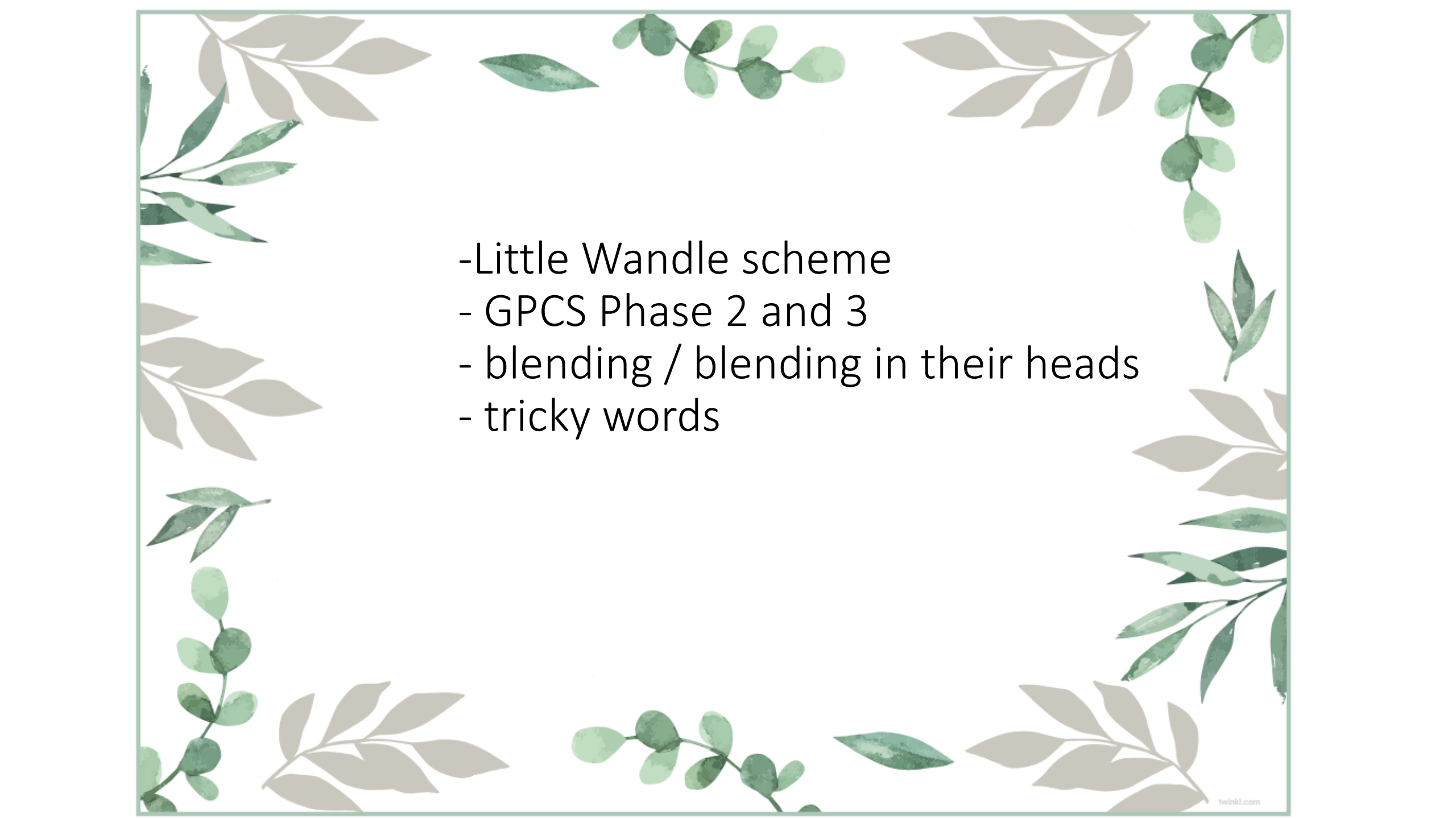
What can you see? How do you see it?

Why would it be.. (red, a stick etc.)?

I wonder what would happen if I did this?

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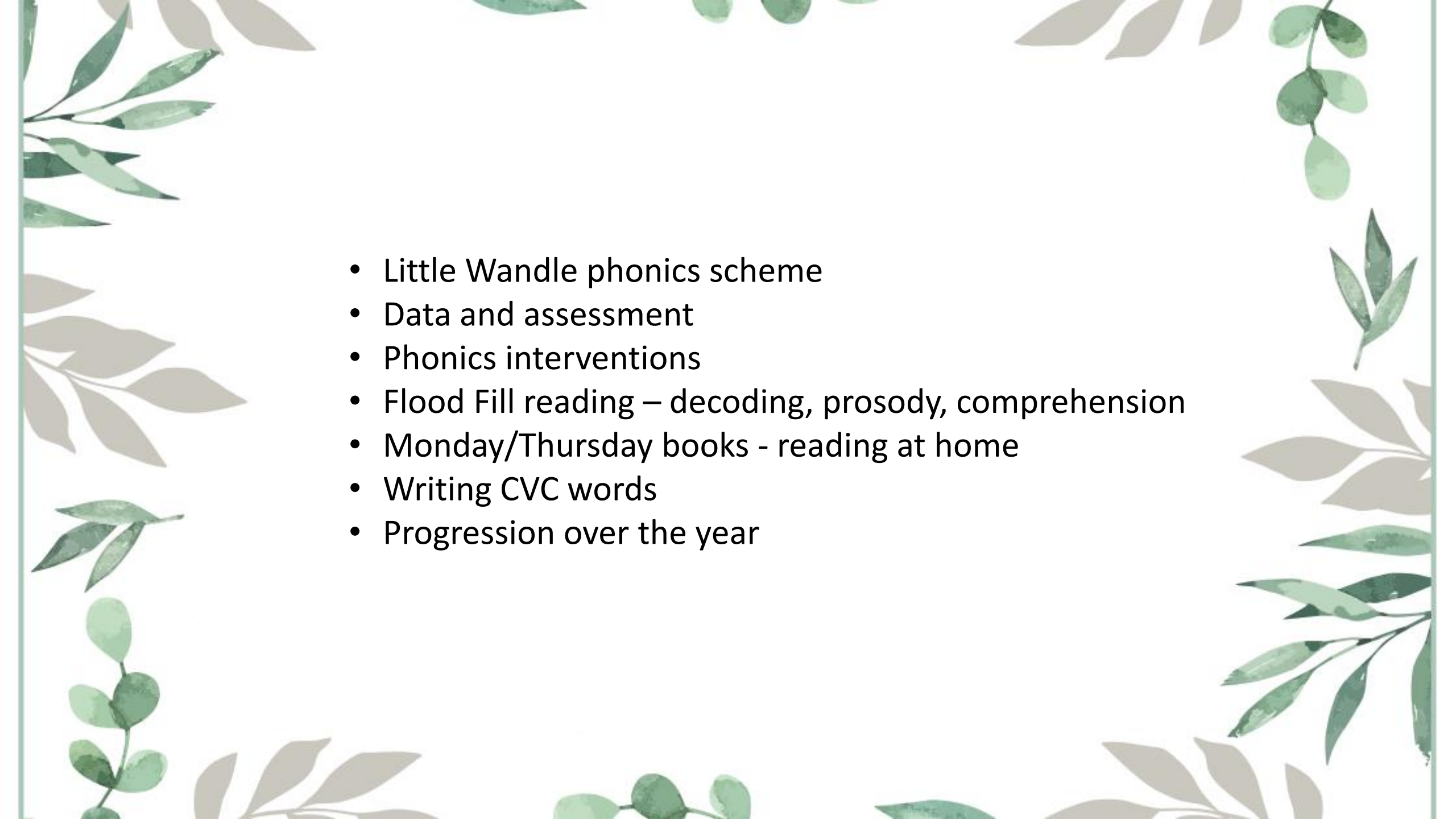
# Phonics

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- A decorative border surrounds the text, featuring various green leaves and branches in different shades of green and grey, arranged in a circular pattern.
- Little Wandle scheme
  - GPCS Phase 2 and 3
  - blending / blending in their heads
  - tricky words

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# Reading



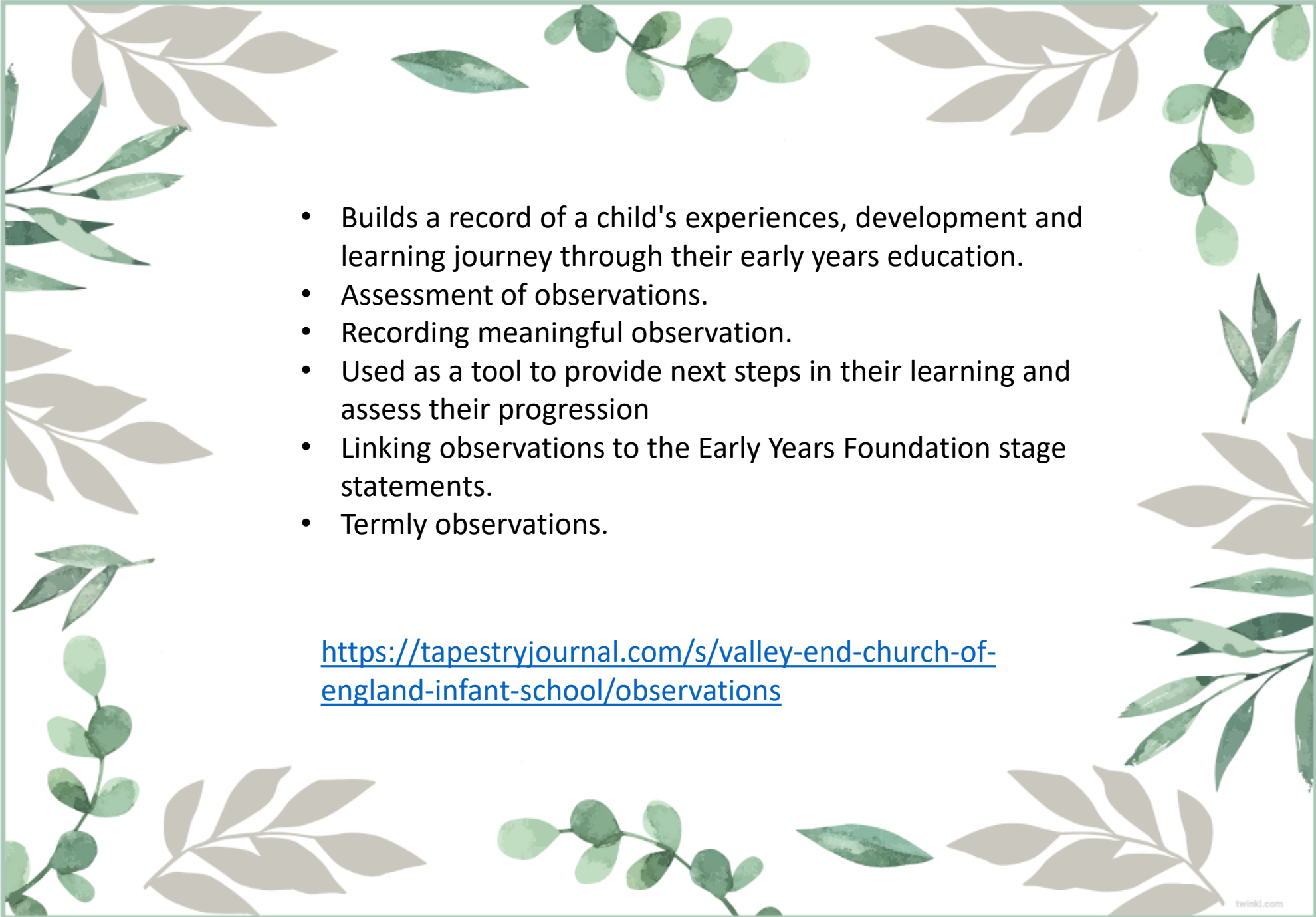
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- Little Wandle phonics scheme
  - Data and assessment
  - Phonics interventions
  - Flood Fill reading – decoding, prosody, comprehension
  - Monday/Thursday books - reading at home
  - Writing CVC words
  - Progression over the year

# RE Days

- Each topic is taught through an RE day
- Adult led activities themed around our big question for the topic.
- Continuous provision activities linked to the big question.
- We take pictures and evidence the children's answers in our whole class RE book.

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# Tapestry

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- Builds a record of a child's experiences, development and learning journey through their early years education.
  - Assessment of observations.
  - Recording meaningful observation.
  - Used as a tool to provide next steps in their learning and assess their progression
  - Linking observations to the Early Years Foundation stage statements.
  - Termly observations.

<https://tapestryjournal.com/s/valley-end-church-of-england-infant-school/observations>

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Website

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Questions?