



Welcome  
to  
Reception



# FOUNDATION STAGE

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- Curriculum from birth to five
  - Seven areas of learning



# SEVEN AREAS OF LEARNING

## Prime Areas

- **Communication and language**
  - **Physical development**
- **Personal, social and emotional development**



## Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



# CHARACTERISTICS OF EFFECTIVE LEARNING

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**Playing and exploring** focuses on how the child:

- Plans and thinks ahead.
- Is guided by their own thinking and actions.
- Makes their own independent choices.
- Responds to new experiences and has their own interests and fascinations.



**Active learning** is all about how a child:

- Displays goal-directed behaviour.
- Participates in routines and gets to know these routines well.
- Begins to correct their mistakes and persevere even when they find something difficult.

**Creating and thinking** critically looks at how a child:

- Takes part in pretend play.
- Sorts materials.
- Can review their own progress to achieve a goal.
- Solve real problems.
- Uses pretend play to think beyond the 'here and now'.
- Feels more confident about their own ideas as their knowledge grows.
- Makes links between ideas and concentrates on achieving things that are important to them.



# EARLY LEARNING GOALS

## Communication and Language

### 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.

## Understanding the World

### 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 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.

## Personal, Social and Emotional Development

### 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.

## Expressive Arts and Design

### 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

### 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.

## Physical Development

### 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.

## Literacy

### 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.

# FOUNDATION STAGE LEARNING

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- Play-based
- Classroom environment
  - Outdoor learning
  - Key experiences
- Teacher directed and child-led learning





# TERMLY THEMES

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## Autumn

Into the darkness...

*What can we find in space?*



## Spring

Planet Earth's Great Lands...

*Where in the world am I?*



## Summer

Let's Explore!...

*How are we all different?*





# LEARNING LEAVES

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**Year 2**  
Term 1 - Into the darkness... What can we find in space?  
Curriculum Area: The World  
Subject: Understanding the world (I am a geographer)

**Word Bank**  
Geography - Geography about Earth's land, water, air and living things.  
Map, house, Charlton Kings Infants School (CKIS), weather, weather, outside, inside, building, land, field, town, street, road, countryside, beach, mountain, lake, pond, river, stream, ocean, sea, seaside, home, house, map, globe, travel, journey, transport, some, different, observe, look, watch, investigate, discover, explain.

**We're Going on a Bear Hunt**  
Michael Rosen, Julia Brindley

What can you see, hear or feel when you are outside?

How do things change outside throughout the year?

**Weather**  
Weather can change each day. There are five different types of weather:  
Sun, Cloud, Rain, Wind, Snow, Thunder.

Can you draw your own map of the school or classroom?

What's the weather like outside today?

**Map**  
A map is a drawing of an area that shows what is there and symbols to show real-life things. People have used maps for hundreds of years to help them travel from place to place.

CKIS Learning Leaves

**Year 2**  
Term 1 - Into the darkness... What can we find in space?  
Curriculum Area: The Arts  
Subject: Expressive arts and design (I am a designer)

**Word Bank**  
Design - a plan or drawing to show the look and appearance of something before it is made.  
Build, dark, balance, ball, ball, balance, pattern, at, design, create, imagine, paint, ball, colour names, paint, crayon, pen, pencil, paper, card, tissue, paper, scrapie, glitter, sticks, material, string, wool, wire, cut, bend, stick, glue, stick, junk, model, ball, model, change, adapt, collage, clay, paint, pattern.

Create props for role play!  
What can you make to become an astronaut? Or a scientist?

I am going to use cotton wool because it feels fluffy.

Did you know...  
For boxes to balance you need to put the heaviest ones on the bottom.

Children need to learn how to hold their chopsticks correctly and how to cut the food.

CKIS Learning Leaves

**Year 2**  
Term 1 - Into the darkness... What can we find in space?  
Curriculum Area: The Arts  
Subject: Expressive arts and design (I am a musician)

**Word Bank**  
Made - a combination of vocal or instrument sounds to express emotion.  
Sound, music, instrument, sing, song, listen, hear, quiet, loud, soft, hard, fast, slow, rhythm, rhyme, beat, pattern, play, choose, change, common, instrument names, common beat named features.

Perform - invest performance skills.

Can you show what you learnt in the music how does it make you feel?

**Notation**  
Teachers model creating own symbols representing note values.

Which instruments are we playing this form?

Un-tuned percussion: claves, triangle, maracas, tambourine, djembe, bells, guiro, castanets, congas.

Listen - 'The Planets' Gustav Holst

Did you know...?  
Gustav Holst was born in Cheltenham and played the trombone.

Can you see out the symbols for notes or make a repeating pattern?

CKIS Learning Leaves

**Year 2**  
Term 1 - Into the darkness... What can we find in space?  
Curriculum Area: The World  
Subject: Understanding the world (I am a ...)

**Word Bank**  
Religion is what you believe about human beings' relationship to a higher power (such as God) and faith is being confidently sure about something when if you cannot see it. This of the major world religions are Christianity, Judaism, Buddhism, Islam, and Hinduism.

Special: God, Bible, Birthday, Christmas, nativity, Harvest, Septim, Diwali

Can you draw a special picture of yourself?

Can you tell the Nativity story?

Can you tell the story of the Nativity?

Can you see out the symbols for notes or make a repeating pattern?

Why is Christmas special for Christians?

CKIS Learning Leaves

**Year 2**  
Term 1 - Into the darkness... What can we find in space?  
Curriculum Area: The World  
Subject: Understanding the world (I am a historian)

**Word Bank**  
History - key things that happened in the past.  
old, new, past, present, historical, timeline, family, friends, baby, toddler, child, teenager, adult, old, new, beginning, end, time, history, past, future, when, cultural, special, remember.

Someone from the past  
What? Neil Armstrong  
What? An astronaut!  
Why was he famous? He was the first man to walk on the moon.  
When? 1967 - over 50 years ago!

Can you think of something that happened in your life that you were born but before you started school?

Can you think of something that happened in your life that you were born but before you started school?

CKIS Learning Leaves

**Year 2**  
Term 1 - Into the darkness... What can we find in space?  
Curriculum Area: The Arts  
Subject: Expressive arts and design (I am an artist)

**Word Bank**  
Art - something that is created with imagination and skill and that is beautiful or that expresses an important idea or feeling.  
Paint, glue, ideas, texture, texture, experiment, drawing, pencil, line, colour, design, drawing, drawing, drawing, pattern, construction, cut, stick, tape, glue, paint, Painting, brush, paint, mix, palette, dip, colour names, Collage, fabric, stick, glue, pattern, language, Adult, artist, painter, artist, artist, different.

Can you experiment with these mark making tools?

Pen: An instrument for writing or drawing. It can mainly be used on paper.  
Chalk: A soft material that can be used for drawing or writing.  
Pencil: A hard pencil for writing and drawing.  
Paint: Paint is liquid that is used to add colour to a surface.

Can you name these colours?

Experimentation with different colours.

CKIS Learning Leaves

**Year 2**  
Term 1 - Into the darkness... What can we find in space?  
Curriculum Area: The World  
Subject: Understanding the world (I am a scientist)

**Word Bank**  
Science - learning about the natural world through observation and experimentation.  
Winter, Spring, Summer, Autumn  
Experiment, predict, guess, notice, similar, different, change, compare, explain, idea, season, weather, explore, investigate, rough, smooth, shiny, heavy, light, space, universe, solar system, planet names, rocket, astronaut, alien, Earth.

Experiment  
What happens when you cook, bake, boil?  
Find some natural and man-made items.  
Compare how our climate is different to another.  
Can you choose the right materials to make a rocket?

Man made Nature made

Investigate  
Can you describe the properties of different materials?  
What material is best for making a rocket?  
Can you make a weather chart?  
What would an astronaut's spacesuit be made out of?

What's up there?

CKIS Learning Leaves



# Indoor Environment





# Outdoor Environment





# Key Experiences



# DAILY ROUTINE

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Visual cards help the children to know the sequence of the day.





# PHONICS AND READING

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- Phonics International
- Daily phonics
- Phonics books
- Reader of the week
- Phonics and reading meeting in Autumn
- Daily reading practice and bedtime stories



# GRADUAL ENTRY TIMETABLE

Week 1 Beginning September 2 <sup>nd</sup>	Welcome to School session either on Thursday or Friday
Week 2 Beginning September 7 <sup>th</sup>	8.45am-1.00pm Monday – Group 1 8.45am-1.00pm Tuesday – Group 2 8.45am-1.00pm Wednesday – All children 8.45am-1.00pm Thursday – All children 8.45am- <b>3.20pm</b> Friday – All children



# SNACKS AND LUNCH

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- Fruit/vegetables provided for afternoon snack.
- School milk provided until children turn 5.
- Water bottles to be brought on Mondays.
- Hot meals provided- red or green choice.
- Children may bring packed lunches (healthy and nut free).





# WHAT TO BRING



- **Water** bottle on Mondays

- **Snack**- fresh fruit or veg for morning snack

- **Book bag**- phonics & reading book



- **Wellies**- to keep in school

- **Coat**- whatever the weather

- **PE kit**- wear on PE day



# PREPARING FOR SCHOOL

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- Conversations
- Sharing books
- Dressing independently
  - Toileting unaided
  - Using a knife and fork
- Recognising their own name
  - Helping to tidy away
    - Play games





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**Thank you for  
coming**

