



# PARENT CURRICULUM WORKSHOP RECEPTION

SEPTEMBER 2024

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# IMPORTANCE OF EARLY YEARS EDUCATION

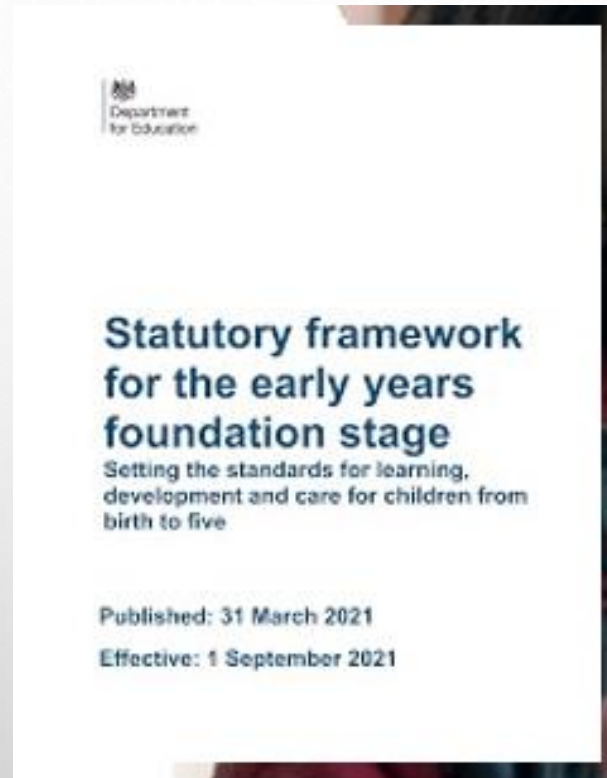
## *Did you know?*

- The first three years are the most sensitive time for brain development. Your baby's early interactions are incredibly important for building a healthy brain.
- Your baby is born ready to learn. When you interact with your baby, their brain forms [more than a million new brain connections every single second!](#)
- These early moments ([known as 'serve and return'](#)), shape your child's brain in ways that help their learning, health, and behaviour both now and in the future.
  - *Over 80% of your baby's brain is formed by age three.*
  - *Up to 75% of each meal goes to building your baby's brain.*
  - *Playing and talking with your baby sparks millions of new brain connections.*





# EYFS STATUTORY FRAMEWORK



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# EYFS CURRICULUM



## Seven areas of learning and development in the EYFS

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The **three prime areas** are strengthened and applied through the **four specific areas**.*



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

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# EARLY LEARNING GOALS



EACH CHILD IN RECEPTION IS ASSESSED AGAINST THE 17 EARLY LEARNING GOALS-ELGS.

CHILDREN ARE ASSESSED AS:

- 1-EMERGING
- 2-EXPECTED

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# GOOD LEVEL OF DEVELOPMENT-GLD



A GLD ( 'Good Level of Development) is defined as reaching the expected level in the Prime areas of learning along with specific aspects of mathematics and literacy.

- Listening, Attention and Understanding
- Speaking
- Self-Regulation
- Managing Self
- Building Relationships
- Gross Motor Skills
- Fine Motor Skills
- Comprehension
- Word Reading
- Writing
- Number
- Numerical Patterns

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# RECEPTION CURRICULUM

United Curriculum Scheme



Reception | Autumn 1 | Me and My World

For Teachers

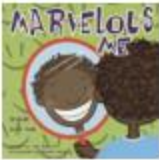


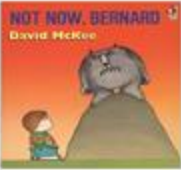

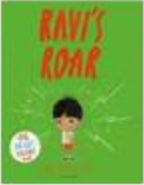



United Curriculum  
Primary  
Part of United Learning

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# RECEPTION CURRICULUM



Topic	Me and My World						
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Suggested Book titles.</b>	<b>What makes me a ME!</b> 	<b>Harry and the Dinosaurs go to school</b> 	<b>Me and My amazing body</b> <b>The Busy body book</b> 	<b>Not now Bernard</b> 	<b>Dirty Bertie</b> 	<b>Ravi's Roar</b> 	<b>Black history month</b> <b>Handa's surprise</b> 
<b>Read Aloud books</b>	The leaf Thief Kindness is my superpower My shadow is pink Noisy Poem From head to toe Funny bones Anna Hibiscus						

# PHYSICAL DEVELOPMENT



## Physical development – every movement counts

- It is important for your child to be physically active and to eat well. Children learn through their bodies. Every time they move, their brains build connections.
- Young children need lots of physical activity to develop their balance, posture and coordination. These are the foundations that will help your child to be physically ready to sit still and concentrate.
- Physical activity encourages the development of hand eye coordination for reading and writing.
- When your child is active, they are learning about their bodies and what they can do. They are also learning about social rules and managing their feelings.

[Physical activity for the early years](#)





## WHAT CAN WE DO TO SUPPORT CHILDREN

- DRESSING AND UNDESSING INDEPENDENTLY
- PLAYING OUTDOORS-NO MATTER WHAT THE WEATHER!
- CUTTING MAKING SNIPS
- USING KNIFE AND FORK
- MAKING MARKS
- CLIMBING AND RUNNING ACTIVITIES
- WALKING TO SCHOOL
- DANCE
- HEALTHY LIFESTYLE

## Physical activity for early years (birth – 5 years)

Active children are healthy, happy,  
school ready and sleep better



### Every movement counts



Get Strong. Move More. Break up inactivity

# COMMUNICATION AND LANGUAGE



- Communication and language underpins all seven areas of learning.
- Communication and language is an EYFS prime area which means that it's one of the important building blocks for all the other areas. If it's not developed early it's difficult to achieve later.
- Children are expected to listen attentively and respond with relevant questions. They are expected to make relevant comments about what has been read to them.
- Hold back and forth conversations.

# COMMUNICATION AND LANGUAGE



For children who struggle to talk and understand words, their whole lives are affected. A recent report, [\*listening to unheard children\*](#), found that they are:

**Six times** more likely to be behind in english at age 11

**Eleven times** more likely to be behind in maths at age 11

Have **more** mental health problems

**Twice as likely** to be unemployed as an adult



Toddlers who are read to or shown picture books daily are significantly less likely to be late talkers at two and a half years

3-year-olds who are read to on less than a weekly basis, are around 4 months behind their peers who are read to more often.

# ***INTERACTING WITH YOUR CHILD***



- Commenting or describing what your child is doing: for example ‘look your tower is getting taller and taller’.
- Expanding what your child says, by adding one or two words
- Modelling back what your child says in the correct form, but without openly correcting them. For example, ‘I runned in the park’ can be corrected as oh I also ran in the park yesterday.
- Pausing, allowing children extra time to respond, before speaking again. This supports language use as children’s brains develop and fine-tune those important connections which enable them to receive and understand messages, before forming and expressing their response.





## READING 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.



# READING AT SCHOOL AND HOME



## Read

- Sharing books and telling stories is a lovely way to build closeness and encourage conversations.
- Sharing books with your child at a young age will help them to develop a love of reading.
- Read and share stories with your baby.
- Talk to your child about what is happening in the pictures.
- Young children love to hear and read their favourite books and stories again and again.



Have fun together!  
Use silly voices and  
act things out that  
happen in the book.

Even a few  
minutes can make  
a difference.

# Word Reading

## Learning to read in Reception



By the end of Reception children are expected to:

### Word Reading ELG

Children at the expected level of development will:

- 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.



# Word Reading Read Write Inc-Phonics



The shark is big.

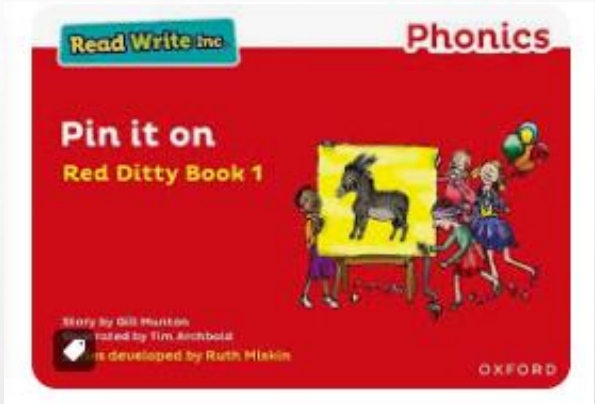
I like chips.

The carpet is soft.

chat

chin

look  
park



Rhymes for letter formation - taken from Read Write Inc.

a Around the apple and down the leaf	b Down the laces to the heel and around the toe	c Curl around the caterpillar	d Around the dinosaur bottom, up his tail neck, & down to his toes	e Lift off the top and scoop out the egg	f Down the stem and draw the leaves
g Around the girls face, down her hair and give her a curl	h Down the head, to his hooves and over his back	i Down the body and dot for the head	j Down his body, curl dot for his head	k Down the kangaroo's body tail and leg	l Down the long leg
m Down Maise, mountain, mountain	n Down Nobby and over his net	o All around the orange	p Down the pirates plank and around his face	qu Round her head, up past her nattering, down her hair and flick	r Down the robots back and curl over his arm
s Slither down the snake	t Down the tower, across the tower	u Down and under, up to the top and draw the puddle	v Down a wing, up a wing	w Down, up, down, up	x Down the arm and leg, repeat the other side
y Down a horn, up a horn and under head	z Zig-zag-zig				

# WRITING



## Writing ELG

Children at the expected level of development will:

- 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.



# WRITING



A long time ago there  
was a boy <sup>called</sup> Jack  
and Jack's MUM there  
was going to <sup>sell</sup> his  
cow on his way he met  
a <sup>stranger</sup> spirit it was a <sup>wizard</sup> wizard  
he <sup>said</sup> said I will give trees  
magic beans.

## When I am older I want to be...

I want to be  
a <sup>person</sup> person of God  
press <sup>officer</sup> officer -  
I <sup>will</sup> will <sup>catch</sup> catch <sup>the</sup> the  
tooth <sup>theirs</sup> theirs



# MATHS



## Number ELG

Children at the expected level of development will:

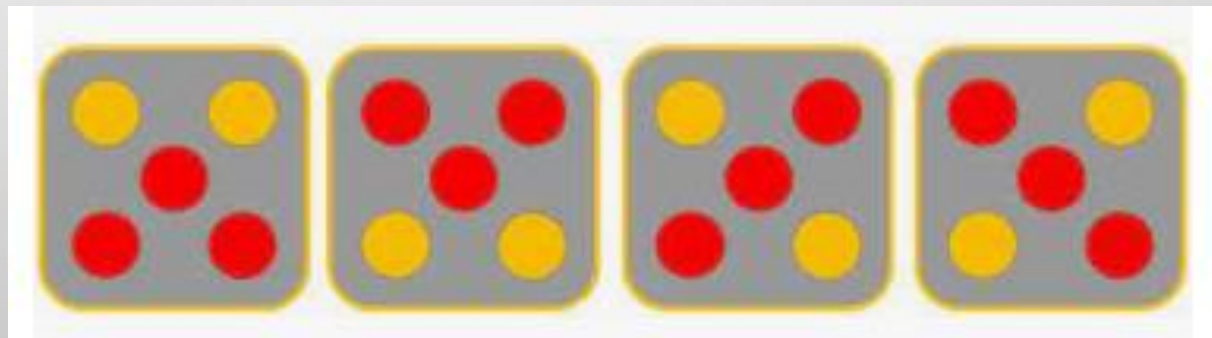
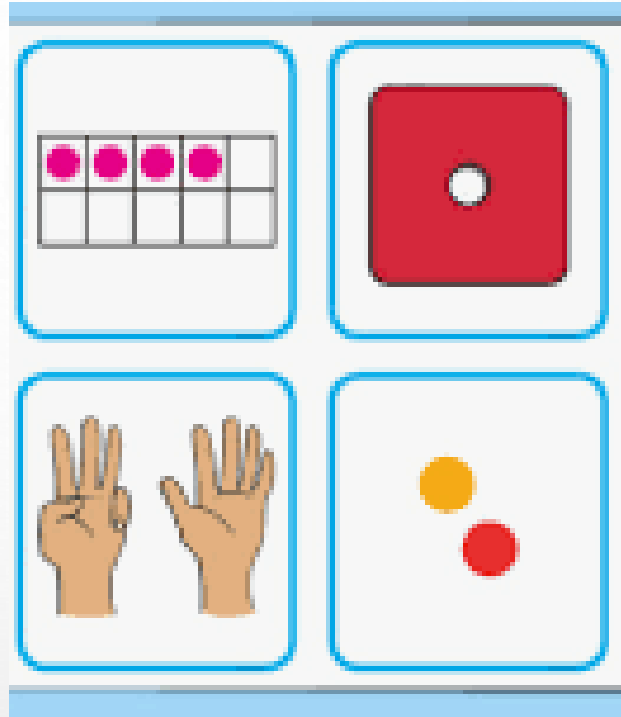
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,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

## Numerical Patterns ELG

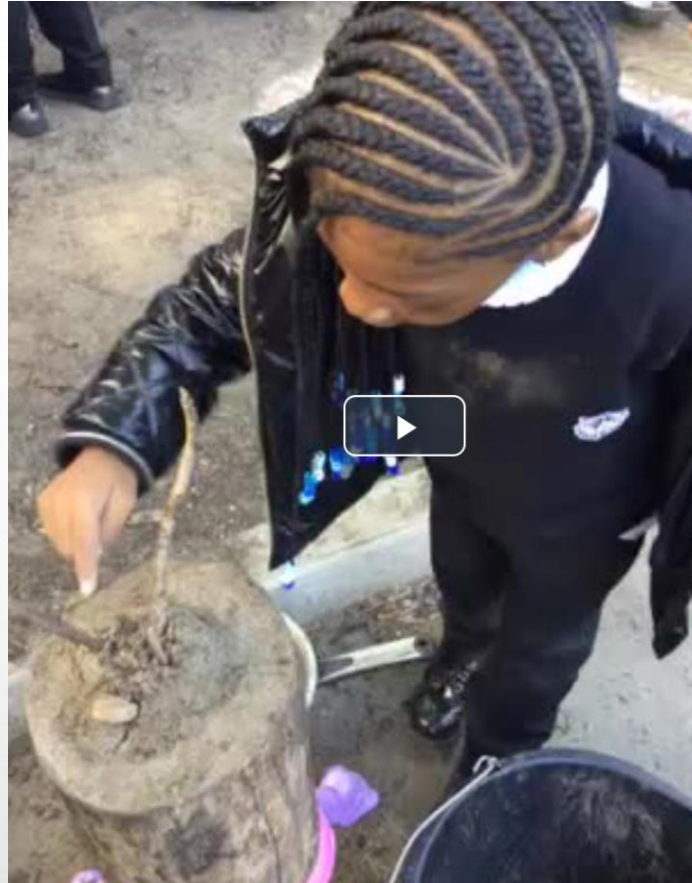
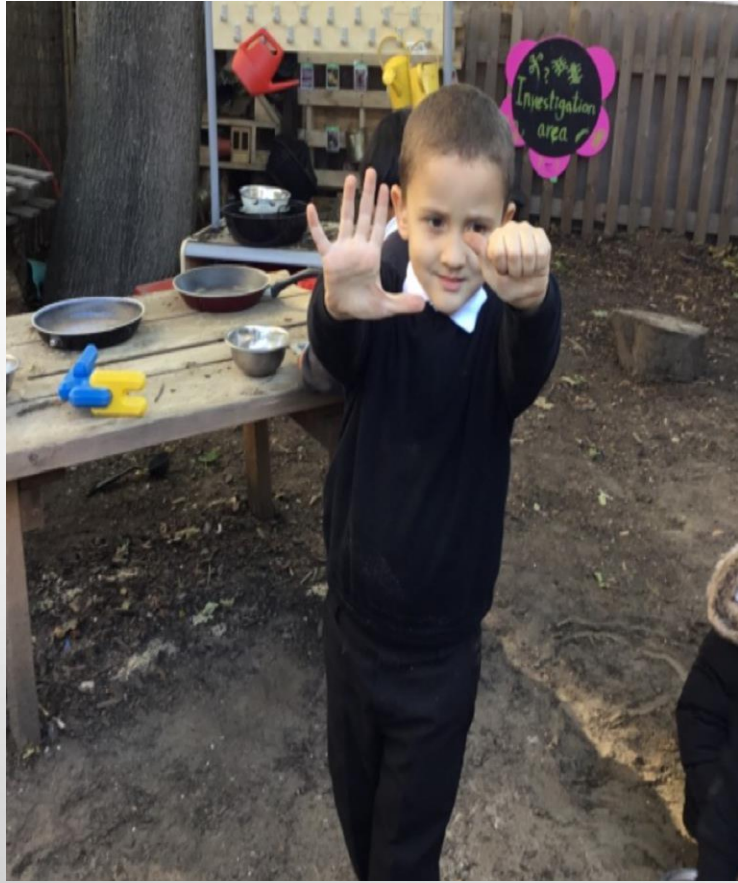
Children at the expected level of development will:

- 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.





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# PARENT PARTNERSHIP-TAPESTRY



## TAPESTRY

Are you able to login and access your child's learning journal?  
What is the expectation?  
Staff and parents  
Please speak to us if there are any issues.



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# CLASS DOJO



The screenshot shows the ClassDojo interface for a teacher. At the top, there's a navigation bar with the ClassDojo logo, a help icon, and a user profile icon. Below this, the main area is divided into two columns. The left column contains four class cards: 'Demo Class' (5 Students, 0 Parents), 'Cherry Class' (6 Students, 0 Parents), 'Maple Class' (0 Students, 0 Parents), and 'STAFFROOM' (18 Students, 6 Parents). Below these is a 'New class' button and a link to 'Your archived classes'. The right column features a teacher profile for Miss Nihal Rashid, her role as a teacher at George Mitchell Primary School, and a school selection dropdown for 'George Mitchell Primary School'. Below the school selection is a 'Popular teacher resources' section with five items: 'Remote learning on ClassDojo', 'Classroom decoration pack', 'Student introduction video', 'Back-to-School Night presentation', and 'Big Ideas videos'. A 'View all teacher resources' link is at the bottom of this section.

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# SCREEN TIME AND ONLINE SAFETY

**PARENTS MUST NOT USE A DEVICE TO ENCOURAGE CHILDREN WITH EATING, FOLLOWING INSTRUCTIONS OR KEEPING THEM BUSY AND QUIET.**

## Ideas for safe Screen Time at home

- Sit with your child and **share the screen** and talk about what they are doing or seeing.
- **Talk about** what your child saw on screen in your everyday activities.
- **Set limits** on the amount of time young children access screens – this might be a challenge to start with but most little children prefer time with their parents playing, exploring and doing physical activities!
- **Reading a book together** is better than any app for child's language development.
- **Switch off and unplug devices** and TVs when they are not in use – background noise can impact on listening skills and children will be easily distracted by TV programmes even if the sound is turned down.
- **Think about YOUR phone behaviour!** Everyday activities like helping your baby and child with bathing or feeding, eating out, sitting on the bus, playing in the garden provide opportunities for you to talk and interact together. If you are always looking at your phone, you are less likely to be looking at your baby or child.



# At George Mitchell ...

“Everything we do, we do  
with **PRIDE**”



