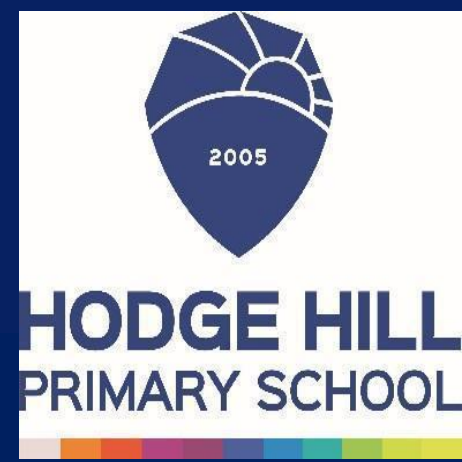




Welcome  
to...



*...putting children at the heart of all we think, say and do.*

# Our Team...

Miss Dearn  
- R1  
Class Teacher  
Year Group Leader

Miss Barker  
- R2  
Class Teacher

Mrs Nazir  
- R1 (Tuesdays)

Mrs Wickson  
- R3  
Class Teacher

Pupil Support  
Assistants:

Mrs Najran  
Mrs Amer  
Mrs Akhtar  
Mrs O'Williams

Pastoral Support

Mr Clayton





01

We have an exciting curriculum which is in line with  
the revised Early Years' Curriculum.

Our curriculum is based on play based learning

# Continuous Provision

## What is Continuous Provision?

**Consistent access:** Resources are available every day, not just during specific lessons.

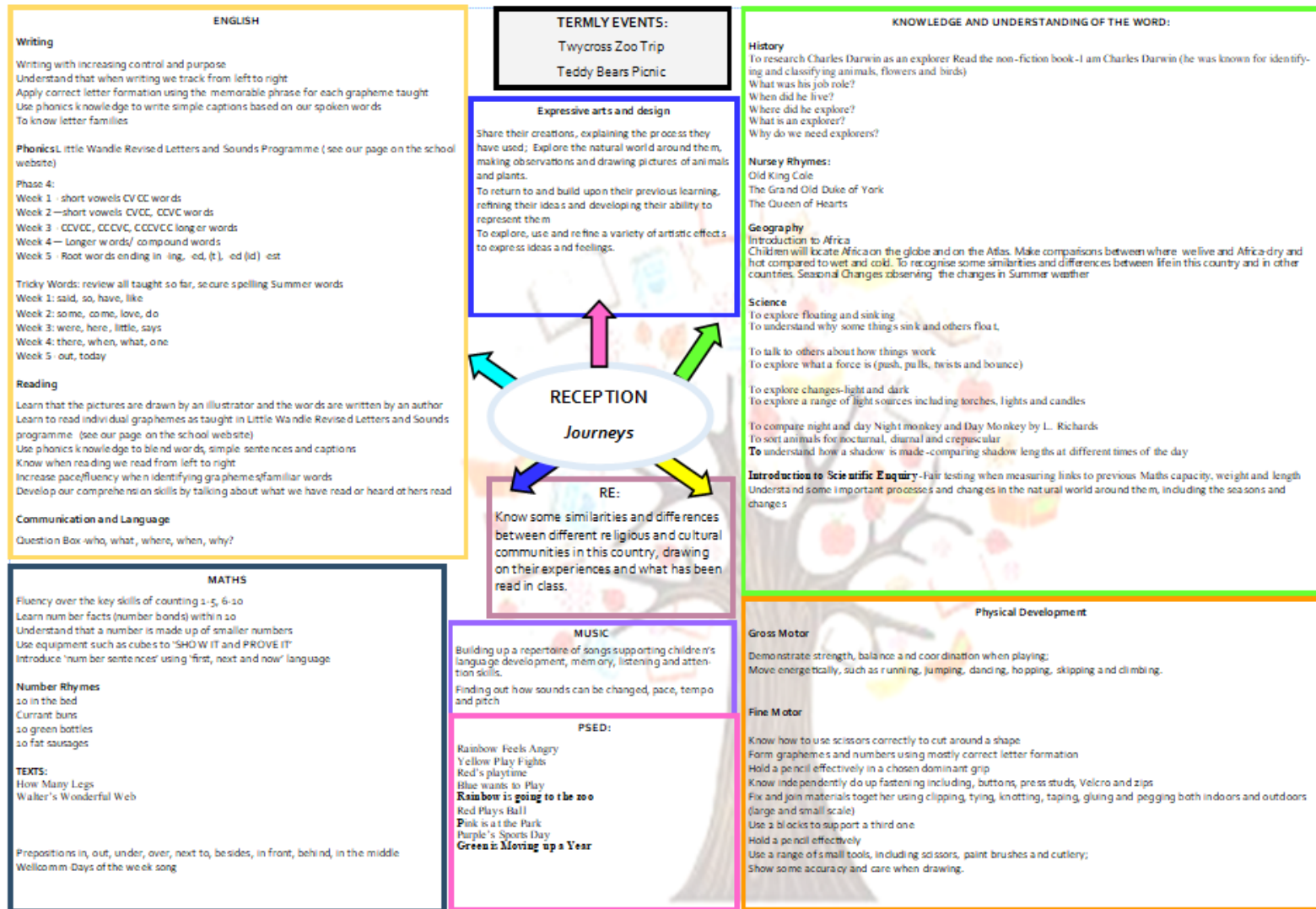
**Child-initiated play:** Children choose what to engage with from carefully planned opportunities, promoting independence.

**Learning through play:** Activities are designed to support development in areas like literacy, numeracy, physical skills, and social interaction.

**An enabling environment:** Areas like role play, construction, water, sand, writing, and reading are thoughtfully set up to invite exploration and to support the development of oracy, independence and social skills.



# Reception Curriculum



# Oracy

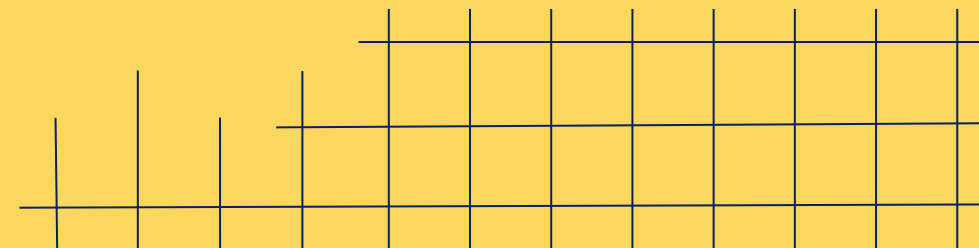


Oracy is incredibly important in Reception

- It lays the groundwork for children's communication, thinking, and learning.
- Helps children learn to express themselves, understand others, and build vocabulary.
- Process thoughts, solve problems, and make sense of their experiences.
- Supports reasoning, memory, and imagination.
- Linked to better outcomes in reading and writing.
- More likely to succeed in phonics and storytelling.

## HOW?

- Creating a rich, supportive environment where children can explore language through play, interaction, and structured activities.





02

Early Reading and Maths

# Phonics

We teach letters and sounds daily using the Little Wandle phonics programme  
[www.littlewandle.org.uk/resources/for-parents/](http://www.littlewandle.org.uk/resources/for-parents/) (give information pack to parents)

Over the past two terms we learnt four new phonemes (sounds) each week and their graphemes (written letter).















The focus this term is:

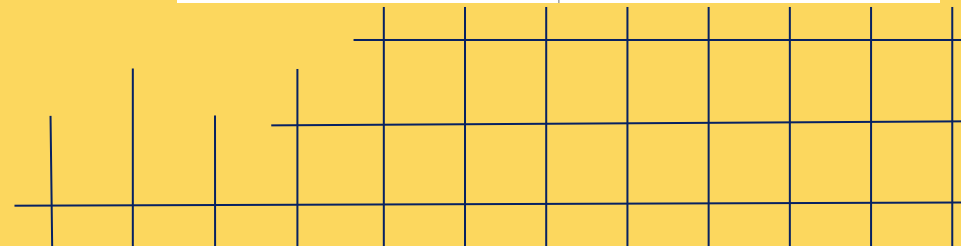
Phase 4

Oral blending of taught phonemes to read words and sentences.

Hearing the different phonemes in words and writing these down.

Hearing all phonemes in all words.

Phase 2 grapheme information sheet				Autumn 1			
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase	Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and curl the s like our snake snake	Under the snake's chin, slide down and round its tail.	d d		Put your tongue to the tip and front of your mouth and make a quack sound d d d	Round the duck's body, up to its head and down to its feet.
a a		Open your mouth wide and make the sound at the back of your mouth a a a	Round the ant's head and draw into space.	g g		Give me a big smile that shows your teeth, press the middle of your tongue to the tip and back of your mouth, push your tongue down and forward to make the g sound g g g	Round the goat's feet, up to his ears, down and curl under his chin.
t t		Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.	o o		Make your mouth into round shape and say o o o	All around the octopus.
p p		Bring your lips together, push them open and say p p p	Draw the penguin's back, up and around its head.	c c		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
i i		Put your lips back and make the sound at the back of your mouth i i i	Draw the iguana's body, then draw a dot for the leaf at the top.	k k		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Draw the kite, up and across, back and down to the corner.
n n		Open your lips a bit, put your tongue behind your teeth and make the sound round nose	Draw the stick, up and over the hat.	ck ck		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	1. Curl round the heel of the sock. 2. Draw the sock, up and across, back and down to the corner. Cockyphrase: Buck that sock!
m m		Put your lips together and make the sound round mouse	Draw, up and over the mouse's ears, then add a flick on the nose.	e e		Open your mouth wide and say e e e	Around the elephant's eye and down to trunk.

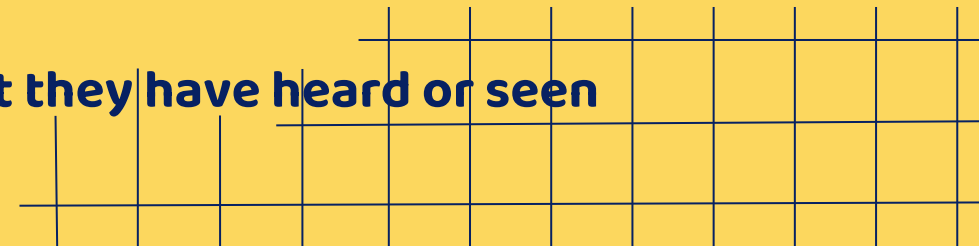


# Early Reading



## Focus on:

- **Handling books with care: holding it the right way up, starting at the beginning, turning a single page**
- **Talking about what they think will happen-predict using the pictures**
- **Oral blending**
- **Reading for enjoyment: sharing stories and books with others**
- **Learning to listen to what is being read and to look at the pictures**
- **Talking with others about what they have heard or seen**

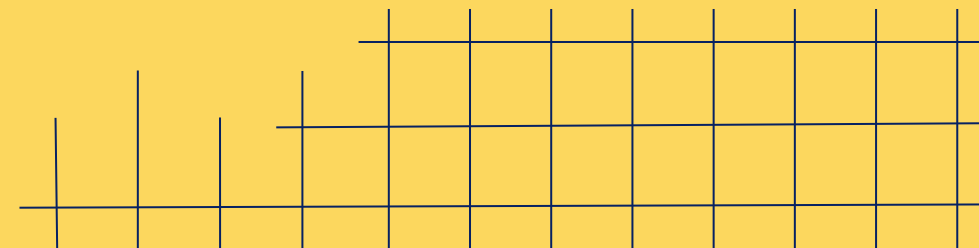
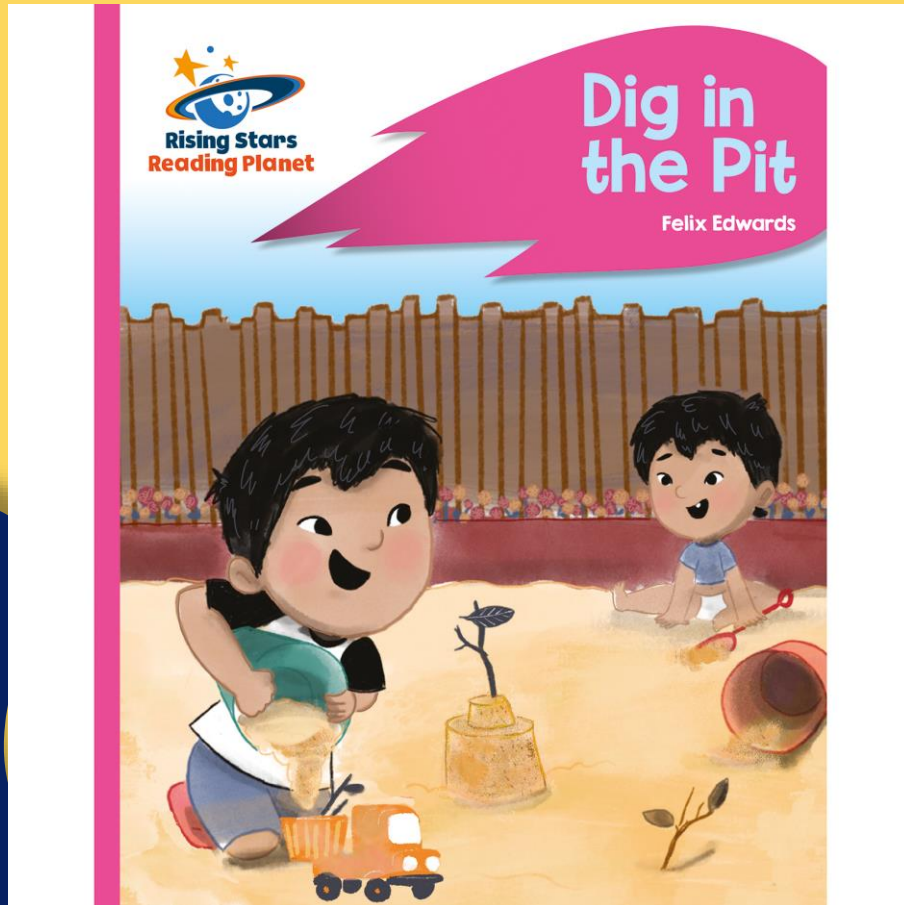


# Reading

Children have daily phonics sessions following Little Wandle Letters and Sounds Programme. Children are assessed at the end of each half term to inform Teachers of the progress they have made and to allow them to plan for next steps.

Assessment informs the children's reading level and Teachers give a decodable book out which matches a child's phonics level to practise reading both at school and at home with their family.

It is important that these books are returned each week so that reading stocks remain plentiful.



# Reading at Home



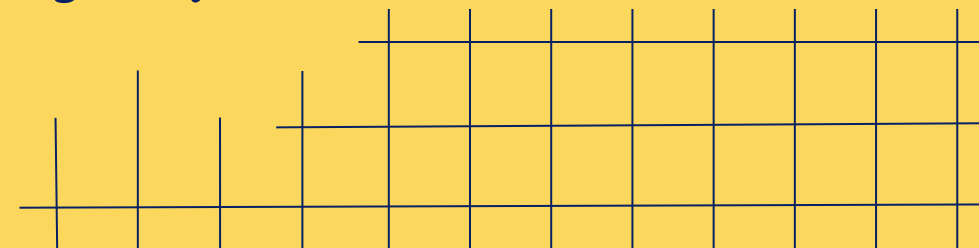
Your child will choose a book every **Monday** for their enjoyment. It is for them to share with someone else, It may not be matched to their phonics ability.

Every **Thursday** your child will receive a group reading book. They have read this book in school during the week so will be familiar with it.

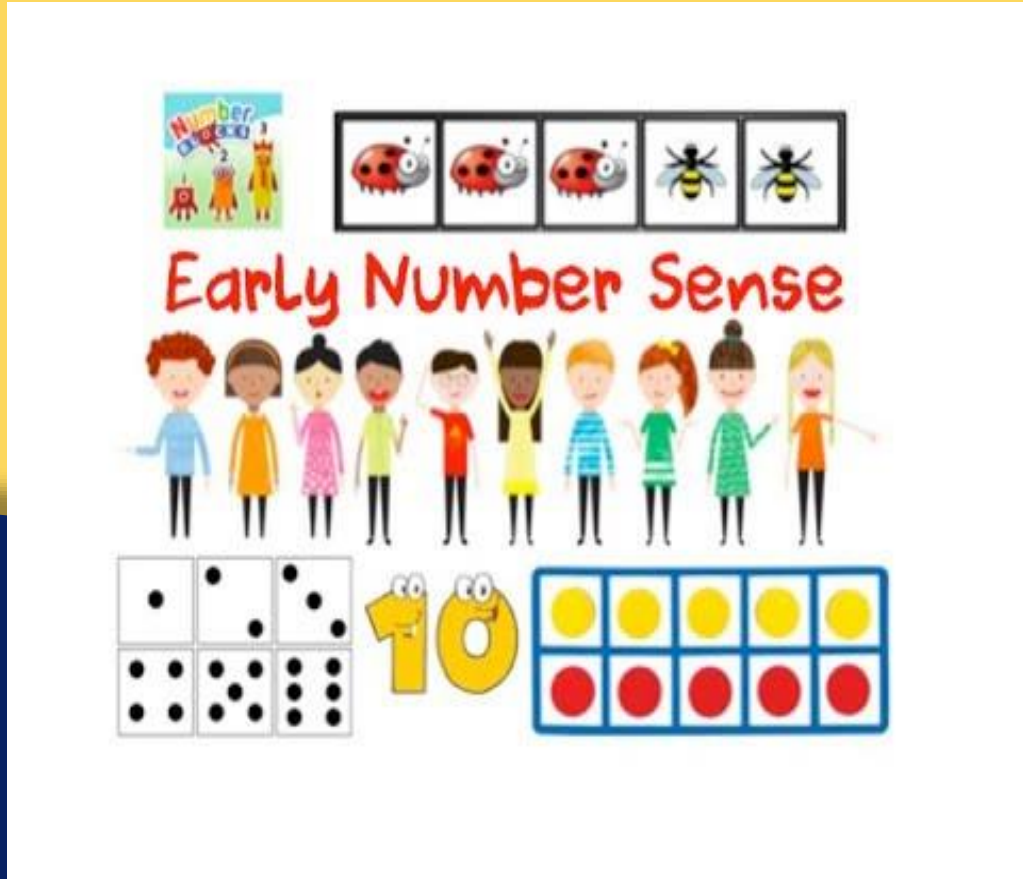
All books should be returned every **Monday**.

Children receive Dojos for:

- bringing their book bags to school each day
- for each time they read at home
- if a parent records it in their reading diary.

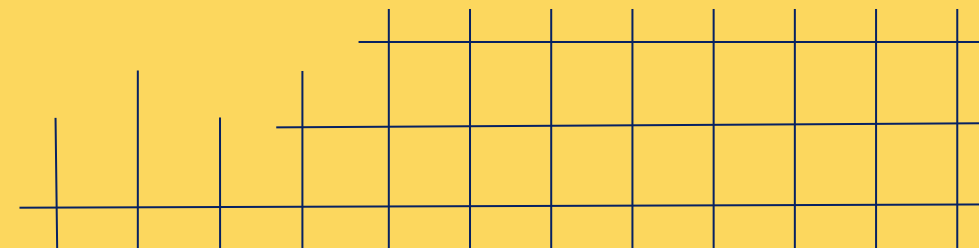


# Early Maths



## Focus on:

- counting 1:1 correspondence -one number for each object counted
- understanding that when counting we say the numbers in an order
- understanding that the last number counted shows the amount
- Exploring capacity and weight
- Simple addition and subtraction of numbers between 1-10.



# iPLAYER

Channels ▾

Categories ▾

A-Z

TV Guide

My Programmes

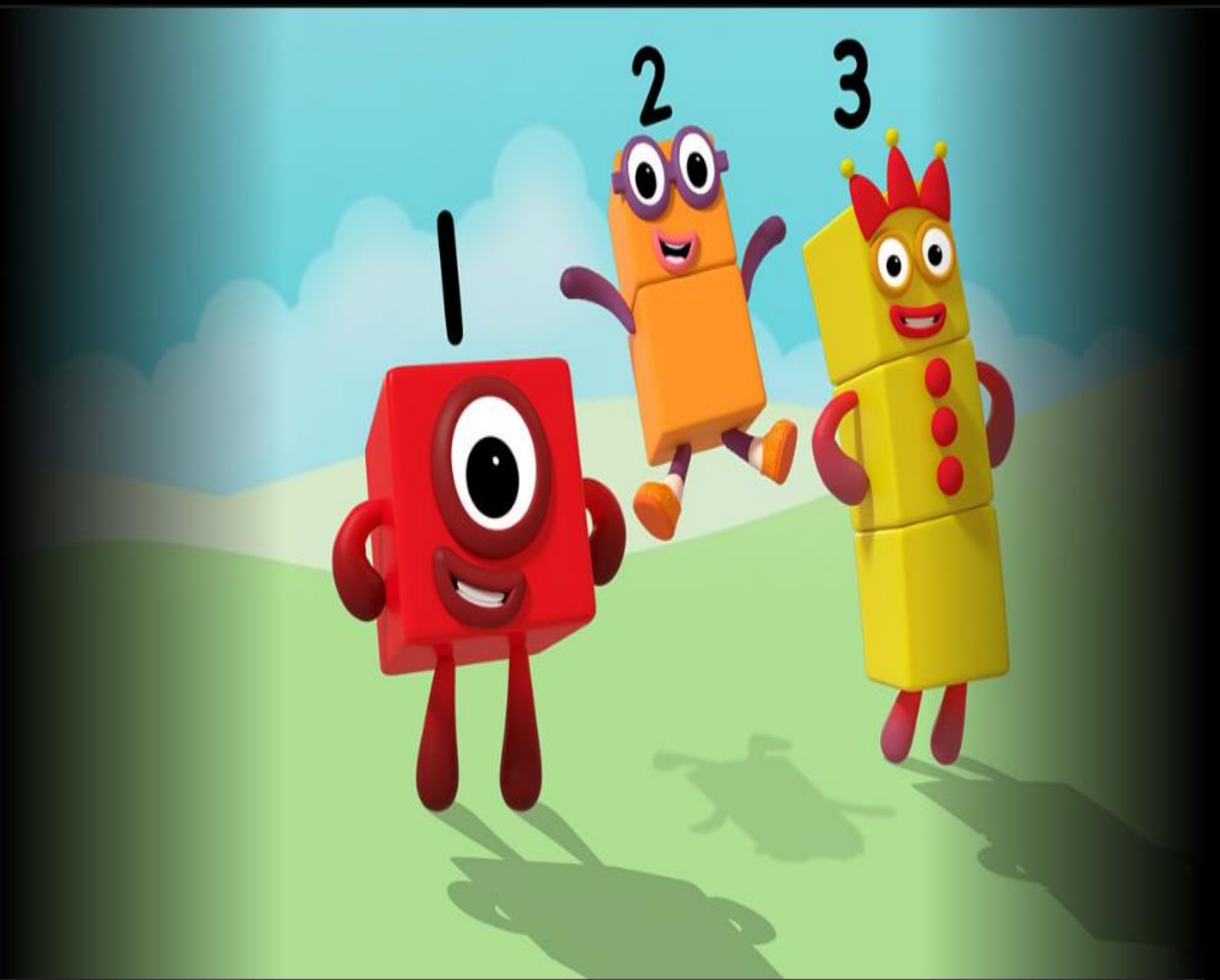
CBeebies

## Numberblocks

Learn how much fun counting can be with the Numberblocks - a fun-loving group of numbers who work together to solve problems big and small.

134 Episodes Available

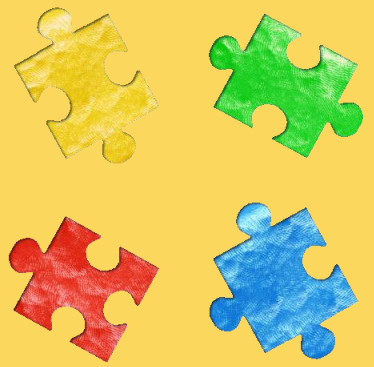
Start Watching  
Series 1: One





03

Assessments and  
Interventions

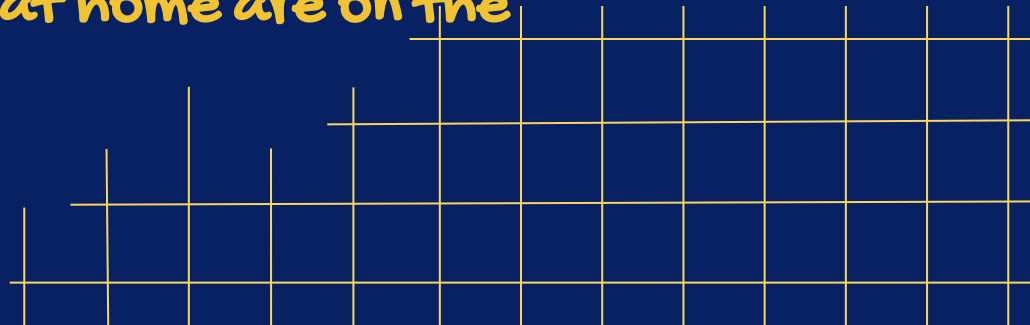


# Additional Support

In Reception we learn through play. This approach allows us to observe and understand children's development in a natural, engaging and meaningful context. Children who need extra support will have additional intervention session to help them catch up on the day's learning.

These groups are constantly reviewed according to the needs of the children and ongoing assessment.

Details on how you can support your child at home are on the school's website.





04

Other areas of learning

# Topic understanding the world (science)

Understanding of the World: SCIENCE

**Week 1/2:** To explore floating and sinking <https://www.youtube.com/watch?v=w1AIBTpQ3cg> Stories for Kids | Sink and Float | [Kutuki](#)

To understand why some things sink and others float

To talk to others about how things work

**Week 3:** (links to the Naughty Bus) To explore what a force is (push, pulls, twists and bounce)

**Week 7:** To explore changes-light and dark <https://www.youtube.com/watch?v=ICxLOO9pua0>

To explore a range of light sources including torches, lights and candles

To compare night and day Night monkey and Day Monkey by L. Richards

Rhyme: Twinkle, twinkle, little star

To sort animals for nocturnal, diurnal and crepuscular

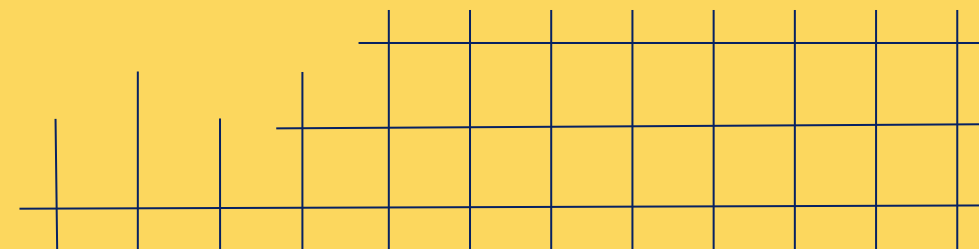
**Week 8:** To understand how a shadow is made-comparing shadow lengths at different times of the day

<https://www.youtube.com/watch?v=8L52xSUtJNg> the Day I met My Shadow by [M.Brun](#) Read Aloud Children's Book

**Week 9:**

**Introduction to Scientific Enquiry**-Fair testing when measuring links to previous Maths capacity, weight and length

Understand some important processes and changes in the natural world around them, including the seasons and changes



# Topic Understanding the World (Geography and History)

GEOGRAPHY	<p><b>Week 4/5/6:</b> Introduction to Africa</p> <p>Children will locate Africa on the globe and in the Atlas. Make comparisons between <u>where we</u> live and Africa-dry and hot compared to wet and cold. To recognise some similarities and differences between life in this country and in other countries such as hot and dry countries such as Africa</p> <p>Seasonal <u>Changes</u> :<u>observing</u> the changes in <u>Summer</u> weather</p> <p>To explore the different animals which live in Africa and their habitats-savanna, desert, jungle</p>
HISTORY	<p><b>Historical Importance:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling; Links to Twycross Zoo Educational Visit</p> <p>Focussing on the lives of some famous explorers- Charles Darwin</p> <p><b>Language to be Used:</b> past, long ago, history, scientist, finding out, exploring, discoveries</p> <p><b>Week 10:</b> To research Charles Darwin as an explorer Read the non-fiction book-I am Charles Darwin (he was known for identifying and classifying animals, flowers and birds)</p> <p>What was his job role?</p> <p>When did he live?</p> <p>Where did he explore?</p> <p>What is an explorer?</p> <p>Why do we need explorers?</p> <p><b>Language to be Used:</b> past, long ago, history, scientist, finding out, exploring, nature, classify</p>

# Personal, social and emotional development (PSED) including Rainbow Learning

## What is Rainbow Learning?

In reception we follow the 'One Decision' scheme-children meet colourful raindrops who help children to navigate through social problems through stories and videos

Personal,  
Social and  
Emotional  
Developme  
nt

### 1 Decision PSHE

**Lesson 1** Rainbow Feels Angry

**Lesson 2:** Yellow Play Fights

**Lesson 3:** Red's playtime

**Lesson 4:** Blue wants to Play

**Lesson 5: Rainbow is going to the zoo**

**Lesson 6:** Red Plays Ball

**Lesson 7:** Pink is at the Park

**Lesson 8:** Purple's Sports Day

**Lesson 9:**

**Lesson 10: Green is Moving up a Year**

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.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

# Physical Development including funky fingers

Physical  
Development

## **Gross Motor PE**

Demonstrate strength, balance and coordination when playing;

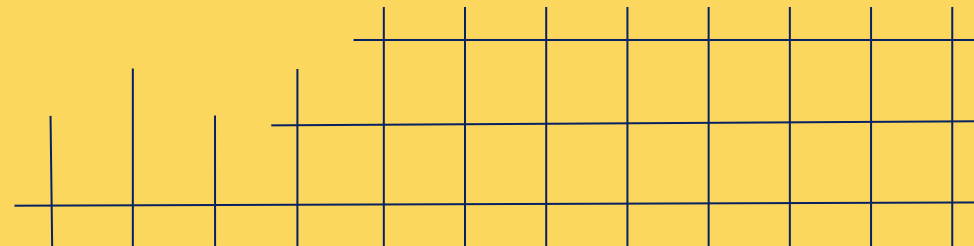
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## **Fine Motor in Funky Fingers Area**

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, paint brushes and cutlery;

Begin to show accuracy and care when drawing.



# Religious Education (RE)

R.E

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;

## **Discovery Scheme: Theme-Story time/special places**

**Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism**

**Wk1** The Boy Who Cried Wolf (An Aesop Fable) Lets think! What did the shepherd learn from his experience? Have you ever not told the truth? Why is it best to always be honest?

**Wk2** The Crocodile and The Priest (A Sikh Story) Lets think! What encouraging things can we say to each other to make each other feel happy?

**Wk3** Bilal and the Beautiful Butterfly (A Muslim Story) Can you think of any beautiful things that are around us.

**Wk4** The Gold-Giving Serpent (snake). The Gold-Giving Serpent (An Indian Fairy-tale) Lets think! What SHOULD the son have done? What did he do wrong? Hot seating, encourage children to ask the farmer, son, and snake questions about why they behaved the way they did. Discuss being greedy/grateful. How should we behave?

**Wk5** Lesson 5: Best Friends (A Story from Asia) Lets think! What could you do if your friend went away, and you missed them? Share ideas together. What makes someone a good friend? Use ideas to make a class list. Do you think you are a good friend? Why?

**Wk6** Lesson 6: The Lost Coin (A Christian Parable) Lets Think! Questions: Why did the lady worry about just one coin when she had 9 others? What was the moral in the story? Christians believe Jesus told this story to help people understand that they believe God loves everyone and will be very happy if a person who was doing the wrong thing in their lives, changes their lives.

**Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism**

**Wk7** Homes around the world Lets think! Show them the pictures of different homes from around the world. What can you see that is the same as/different to your own home? Does everyone live in the same type of home? Why/why not? Is this, OK? Share ideas together.

**Wk8** Homes around the world cont. Lets Think! Show the children the pictures of the different styles of rooms from around the world. These could include homes and places of worship. These are all special to people. Can you think of why each one might be special and to who?

**Wk9** Our world Lets Think! Tell a partner about your special place and explain why it is special to you. Is school a special place?

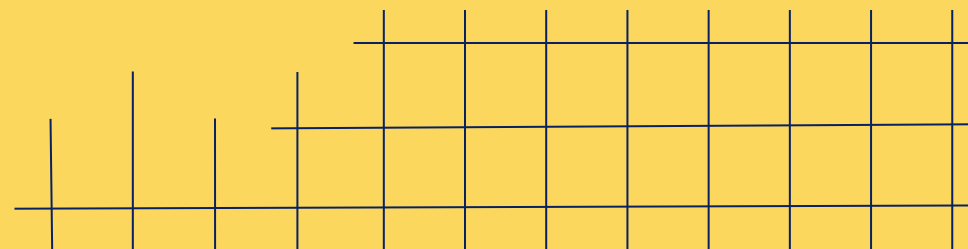
**Wk10** Churches Lets think! Place all the pictures around the room. Provide an explanation of one of them; the children have to go to the correct picture. Take that picture away and repeat the process for all the other pictures until you are finished. Discuss - is there anyone who has been to a wedding or other ceremony in a church?

**Wk11** Mosques Lets think! Why do you think Muslims take their shoes off when entering a mosque and wash themselves before they pray?

**Wk12** Synagogues Lets think! Make reference to the clothing that Jewish people wear in the synagogue. Look around the class: we are wearing a school uniform. Why do we wear a school uniform? Why do Jews wear special clothes in the synagogue? How do we feel when we wear special clothes? Should Bertie Owl be wearing a Kippah?

# Arts and Design, Music and Role Play

<b>Expressive Arts and Design ART</b>	<p>Share their creations, explaining the process they have <u>used</u>; <u>Explore</u> the natural world around them, making observations and drawing pictures of animals and <u>plants</u>;</p> <p>To return to and build upon their previous learning, refining their ideas and developing their ability to represent them</p> <p>To explore, use and refine a variety of artistic effects to express ideas and feelings</p> <p><b>WEEK 1:</b> Creating representations of a snail in a range of mediums-collage materials, paint and natural objects</p> <p><b>Week 2:</b> To make a boat which floats working collaboratively, sharing <u>ideas</u>, <u>resources</u> and skills</p> <p><b>Week4/5/6:</b> African Art-exploring patterns-links to outdoor art and construction</p> <p><b>Week 7:</b> To create a representation of a character from the Anansai the Spider story-links to Africa</p> <p>Week 8; design and create a bus stop for the naughty bus</p> <p><b>Week 13:</b> Design my new teacher The Mega Magic Teacher swap by Rochelle Humes</p>
<b>ROLE PLAY</b>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>WEEK 1/2:</b> SHED 2-</p> <p><b>WEEK 3/4:</b> SHED 1-)</p> <p><b>WEEK 8:</b> Bus Stop and Naughty Bus-links to art and design</p>
<b>MUSIC</b>	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making, performing solo or in groups</p> <p>To listen attentively, move and talk about music</p> <p>Invent, adapt and recount narratives and stories with peers and their <u>teacher</u>;</p> <p>Sing a range of well-known nursery rhymes and <u>songs</u>;</p> <p>Perform songs, rhymes, poems and stories with others,</p> <p>Move in time with music.</p> <p><b>Charanga:</b></p>



# PE KIT



It is important that the children come to school in their PE kit:

**R1 – Tuesdays**

**R2 – Wednesdays**

**R3 – Thursdays**

Children are expected to come to school in their PE kits.

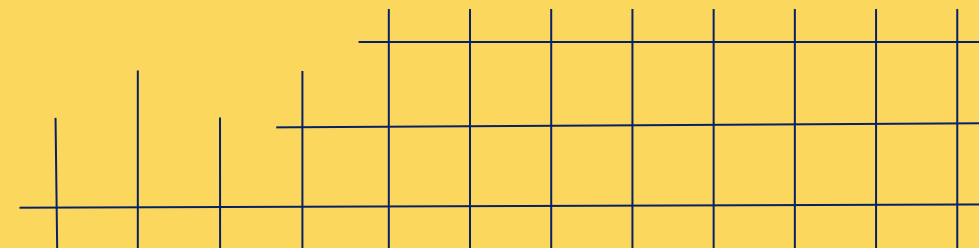
White T shirt or polo shirt

Black shorts. Jogging bottoms or leggings.

During colder weather, a plain tracksuit or jogging suit-either black, dark blue or grey coloured clothing.

Football shirts/boots cannot be worn.

Trainers may be worn for outdoor games.



# Attendance

During school time we believe pupils should be in class with their teachers and peers and enjoying all the benefits that brings.

Parents or carers of a child have a legal responsibility to ensure their child receives a suitable education. This is usually achieved through regular attendance at school.

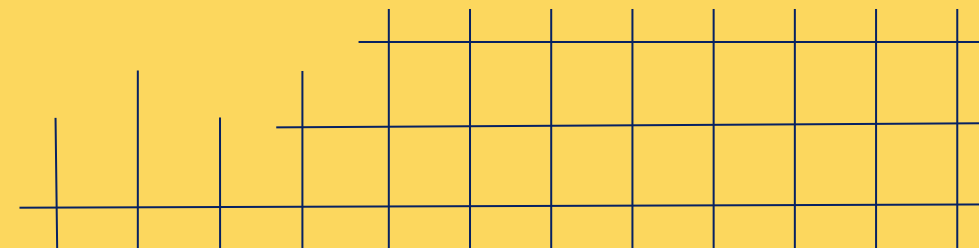
%	Days Missed	Lessons Missed
100%	0	0
97%	6	30
95%	10	50
90%	20	100

Being in school every day that it is open, is important to your child's achievement, wellbeing, and their wider development.

**Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.**

Regular attendance:

Teaches and embeds good routines which are easily transferred into the working life as young people leave education and enter the world of work.



# Homework

Summer 1 Week 1

Please revise all of these sounds your child has been taught.

ll	oi	ff	ss	ow
ai	igh	oa	ur	<b>oo</b>
er	oo	or	ear	qu
ee	ck	ar	air	zz
th	sh	ch	ng	nk

All of this meeting's information and more can be found on the Reception Year 6 Group Page on the school's website

The screenshot shows the top section of the school's website. It features a navigation menu with six items: 'About Us', 'Key Information', 'News and Events', 'Year Group Pages', 'Parents', and 'Children'. Below the menu is a large banner image of a young girl in a school uniform looking at a globe. The banner includes a '2005' award badge and the school's name 'HODGE HILL'. To the left of the banner is a vertical sidebar with icons for home, trophies, documents, and social media. Below the banner, the school's contact information is listed: 'Hodge Hill Primary School, Twycross Grove, Hodge Hill, Birmingham, West Midlands, B36 8LD, enquiry@hodgehill.createpartnership.org.uk, 0121 464 2189'. There are also logos for 'create partnership trust' and 'EnergyKidz'. A 'SAFE 2015 GOLD AWARD' badge is displayed with a 'Read More' button. A blue house icon is visible on the right side of the page.

About Us   Key Information   News and Events   Year Group Pages   Parents   Children

**HODGE HILL**

Hodge Hill Primary School  
Twycross Grove, Hodge Hill, Birmingham,  
West Midlands, B36 8LD  
enquiry@hodgehill.createpartnership.org.uk  
0121 464 2189

At Hodge Hill safeguarding of pupils is at the forefront of everything we do. Check out our safeguarding page for the latest information and advice. [Read More](#)

