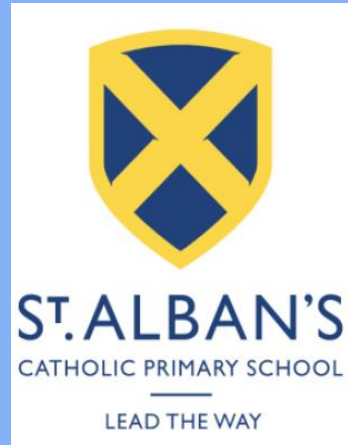


Reception Curriculum Information



St Francis & St Bernadette

Mrs Lawless & Miss Nuttall

September 2020

St. Alban's Catholic Primary School

MISSION STATEMENT

We will **grow** in faith together as a school family

We will **follow** the example of Jesus

We will **work** hard to be the best that we can be

We will **lead the way** for others both near and far



Our Intent



Our curriculum enables all pupils to be curious, enthusiastic and knowledgeable learners for life. It builds resilience, perseverance and independence and encourages children to take risks, solve problems and think for themselves. It helps them to become active and caring members of our school family and wider society.

The themes that underpin our intent

We would love for you to continue to develop the themes which underpin our intent when the children are at home too.

- **Building life skills** – children becoming resilient, independent and resourceful. We aim to build skills that they will need for future employment to lead happy and successful lives.
- **Creating community** – building tolerance and respect for everyone in school and in the wider world.
- **Eco-awareness** – reflecting on our carbon footprint, our recycling, air quality, living on the edge of a big city and the impact this has on us.



ST. ALBAN'S
CATHOLIC PRIMARY SCHOOL

LEAD THE WAY

Home learning

- We will be sending home a practical maths challenge every Friday
- Reading books will be changed on a Monday and Thursday
- Key word list will be sent home (these are to be sight read quickly). We will be going through these words weekly and will change them when your child is secure.

Curriculum plan for this half term



Yr R: Myself and people who help us



Personal, social & emotional

- Learn the rules for the class.
- Make new friends.
- Build their confidence in new surroundings.
- Talking about our feelings and exploring the feelings of characters in stories.
- Introduce class 'pet'.
- Learning that our actions affect others
- Knowing who we can ask for help in different situations - stranger danger

Maths

- Count objects accurately and learn number names.
- Number and place values
- Sorting
- Number formation
- Understanding number relationships
- Practical addition and subtracting
- Comparing numbers and quantities
- Counting forward and backwards to 10
- Counting on from a given number

Helpful Hints:

- Read with your child daily
- Keep going over the phonics sheets and sounding words out
- Count everyday objects and talk about where you can find numbers and shapes

Communication and language

- Role play.
- Listen to stories and talk about what has happened/is going to happen.
- Learn rhymes and songs.
- Listen carefully to each other.
- Talk about what they have done and how they have learnt.
- Make comments and ask questions.

Understanding of the world

- Naming body parts.
- Investigating their senses.
- Looking at how they have changed as they have got older.
- Finding out about our school environment and taking nature walks
- Thinking about Autumn and the changing seasons.
- Thinking about our families and what we do with our families.
- Discussing family celebrations
- Thinking about who help us and how.
- Finding out about different jobs that people do to help us
- The importance of E- Safety

Physical

- Learning to use scissors accurately.
- Learning the correct pencil grip.
- Correctly forming letters.
- Moving confidently and safely, changing direction and speed.

Religious education

- Talk about their own feelings and their experiences of being known and called by name.
- Begin to know about God who loves them and knows their name.

Expressive arts and design

- Making models in the workshop and with the construction.
- Role play.
- Learn a variety of songs.
- Portraits of self.
- Colour mixing and painting.
- Using musical instruments.
- Sketching and painting family portraits
- Natural art using things we find in our environment

Literacy

- Learn mnemonics for each sound.
- Segmenting sounds in words to write.
- Blending sounds in reading.
- Learn keywords for writing and reading.
- Writing simple sentences.
- Recognising and writing own name
- Listening to and joining in with story telling

Reading

- **Key words:** These are common words which the children will read and write frequently. The children learn them by sight rather than sounding them out. Please cut up and use the words that your child brings home. You can flashcard them, play games with them and stick up the tricky ones around the house. Children learn words quickly if they do a little every day.
- **ORT books and reading diaries:** Please send these in on a Monday and Thursday so that we can change them. We will try to hear the children read at least twice a week. Please keep the reading record book at home for now. If you have any questions about the books please drop us a message on Tapestry . Please do not put water bottles in book bags as they can leak and ruin books.
- Please try and read with your child every day; this enables them to make the best progress.
- To start with we will have read the book with your child at school. You may need to read it again to them at home, get them to point to the words as you are reading and they will begin to say them with you. Then get them to read it to you. This is how they begin to understand that words have meaning as well as beginning to learn some of the words. Please don't worry if they seem to just have remembered the words – just ensure that they point to the words as they say it.
- We do not let children struggle. If they do not know a word once they have had a go at sounding it out, we will tell them and then ask them to read the sentence again. This helps to build a 'can do' attitude. As the children learn more words they will begin to read more independently. If at any time they get stuck, help them to sound out and blend e.g. c-a-t. Encourage them to talk about the book so that you know that they have fully understood it. This is the most important part of reading. Hearing stories also helps to build understanding and reading so please continue to share lots of stories.

Phonics

- **Phonics:** The children are learning a new sound each day. Please keep practising writing them, encourage your child to say the mnemonic as they write. It is important that they are using 'pure' sounds, if you are unsure of any sound, please come and ask. The children will begin to put these sounds together to write words which they will spell phonetically. Please accept all efforts without correcting spellings and give them lots of praise. They will begin to bring home spellings later in the year. Please keep sound sheets at home in a folder and keep going over them.
- For quick reference, we have included a list of all the RWInc mnemonics on one sheet. If a child can't remember how to write a sound we say the mnemonic and this prompts their memory.
- We use Freddie Fingers, Sammy Spaceman, Bertie Bus and (later in the year) Captain Capital to help the children with writing. (FF – segmenting and blending sounds, SS – spaces between words, BB – writing/reading left to right)

Read, Write, Inc Mnemonics

- a round the apple and down the leaf
- b down the laces to the heel and round the toe
- c curl round the caterpillar
- d round his bottom, up his tall neck and down to his toes
- e lift off the top and scoop out the egg
- f down the stem and draw the leaves
- g round her face, down her hair and give her a curl
- h from the head to the hooves and over his back
- i down the body and dot for the head
- j down his body, curl and dot
- k down the kangaroo's body, tail and leg
- l down the long leg
- m Maisie, mountain, mountain
- n down Nobby and over his net

- o all round the orange
- p down the plait and over the pirate's face
- q round her face, up past her earrings, down her hair and give her a flick
- r down his back then curl over his arm
- s slither down the snake
- t down the tower and 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 and up a horn and under his head
- z zig, zag, zig

Digraphs, split-digraphs and tri-graphs:

sh slither down the snake, down the head to the hooves and over his back

th down the tower, across the tower, then down the horses head and over his back

ch curl round the caterpillar, then down the horses head and over his back

ng thing on a string

nk I think I stink

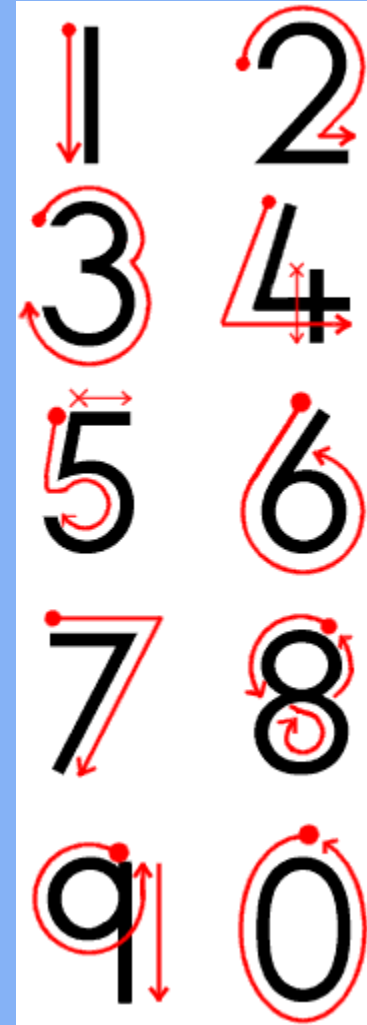
ay a-e ai	may I play make a cake snail in the rain	ee ea	what can you see? what can you see	igh i-e	fly high nice smile
ow o-e oa	blow the snow phone home goat in a boat	oo u-e ew	poo at the zoo huge brute chew the stew	or aw	shut the door yawn at dawn
air are	it's not fair care and share	ir ur er	whirl and twirl nurse with a purse better letter	ou ow	shout it out brown cow
oy oi	toy for a boy spoil the boy	oo	look at a book	ar	start the car
ire	fire, fire!	ear	hear with your ear	ure	sure it's pure

Maths

- Maths: You will receive Maths Challenges on Fridays. These are open ended and designed to encourage lots of talk about numbers and maths concepts. You do not need to return the sheet but you could take a photo of them doing the challenge for their Learning Journal.
- We are working very hard on number formation. Please encourage your child to use start each number at the top.

Number Formation Guide

Encourage your child to form numbers in the standard way. Bad habits are difficult to break, so following our simple guide can help to prevent problems at a later stage. **Spots** indicate the starting position of the pencil. The pencil should remain on the paper, following the arrows. For the numbers four and five, the pencil must be raised before completing the second part of each number. **Crosses** indicate the second starting positions.



Other information

Pencil grip: It is important that they form a good grip. If they are not holding it correctly, remind them to make a Woody Woodpecker and put the pencil in the correct position. Use every opportunity to encourage writing, shopping lists, cards....

Workshop: We always need: boxes, paper, card, clean plastic pots, magazines....for making models in the workshop. (No plastic bottles or toilet rolls please.)

P.E. will be on a Friday afternoon this half term. Please send the children into school in sports shoes and P.E. kit on a Friday.
Please support your child to dress and undress independently and to put on their own shoes and coat.

Labels: Please label all uniform, we will then be able to find and return items that get lost.

School milk: Just a reminder that this stops being free the week your child turns 5 so if they want to continue having it please go onto the coolmilk website and register them.

Lunch and bumps – we will let you know if your child hasn't eaten anything. If you don't hear from us you can assume that they have eaten something but it may not be their whole lunch. We will not force a child to eat but we do encourage. They will all be hungry when they come home even if they have eaten all their lunch!

If your child bumps their head you will receive a bump note so that you can see how they did it and the treatment they were given. We will keep a very close eye on them for the rest of the day and will call if anything changes. Cuts and grazes – we will endeavour to tell you at the end of the day but this may not always be possible.

Communication with the Reception team

- Note on Tapestry
- Email via school office
- Parent consultation evening

Thank you for your continued support – we think this will be a fantastic year to be in Reception!



Mrs Lawless and Miss Nuttall