

Reception Curriculum Evening

Our aims, expectations and overview of the year ahead!

Who's Who In Reception ?...



Mrs Lowe
Early Years Lead



Miss Muitt
RSevern class
teacher



Miss Curnock
RAvon class teacher



Mrs Pinkney
RTeme class
teacher

Who's Who In Reception ?...



Reception Support Professionals

At Bengeworth Academy we...



Are *respectful* to all members of our school community.

Persevere with all aspects of school life.

Show that we can be a good *friend* to everyone.

Are *responsible* for our resources, school, environment,
and behaviour.

Can be *trusted*.

Forgive each other and ourselves.

We show **LOVE** through all of our
Christian values.

Our Values

Respect

Perseverance

Friendship

Responsibility

Trust

Forgiveness



Our Vision...

Bengeworth CE Academy

Dream, Believe, Achieve

Genesis 9 v16: "When the rainbow appears in the clouds... I will remember the promise that continues forever. It is between me and every living thing on the earth."

At Bengeworth, we live out a promise to continually learn, improve our world and better ourselves by applying Christian values through our actions each and every day. Our values guide our choices as we learn and prepare us for the journey beyond our school, into our future.

*'Be a rainbow in someone else's cloud'
Maya Angelou*





Behaviour

1. Explicit, regular teaching of behaviour and emotional well-being.
 1. Focus on the positive – meaningful rewards decided in collaboration with children to build intrinsic motivation.
 1. A relationship based policy which takes an individual approach to behaviour.
 1. Class promises to link the new vision and behaviour policy.
- 

Pupil Leadership

This year we are delighted to be working with children to develop their sense of leadership and encourage them to see themselves as leaders in their own right, whether in key school groups or not!

This is planned for with time every other week dedicated to pupil leadership and is also linked to year group specific inspirational figures!



Marcus Rashford

Inclusion at Bengeworth

Open and
honest
communication

Appropriate and
effective
teaching and
learning

A Partnership
approach



Miss Lane - SENCo. She works with children, teachers, parents and agencies to ensure that our pupils' needs are met.

We always encourage you to talk to your child's class teacher in the first instance. Calling to make a phone appointment is currently the best way to do this.

Global Themes

Our curriculum will now utilise the following Global Themes to bring relevance to our curriculum and encourage children to consider themselves as a global citizen and consider the part they play in the wider world.



Power and Governance



Peace and Conflict



Human Rights



Sustainable Development



Identity and Diversity



Social Justice and Equity

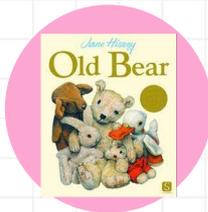
Our Global Theme this half term is Identity and Diversity.

Our big question is... Is everyone the same?

Topics This Year



Autumn 1:
Me, Myself and
I!



Autumn 2: Toy
Story



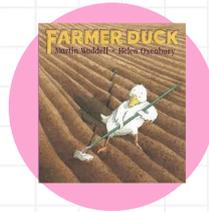
Spring 1: Winter
Wonderland



Spring 2: who
are you going to
call?



Summer 1: Once
Upon a Time

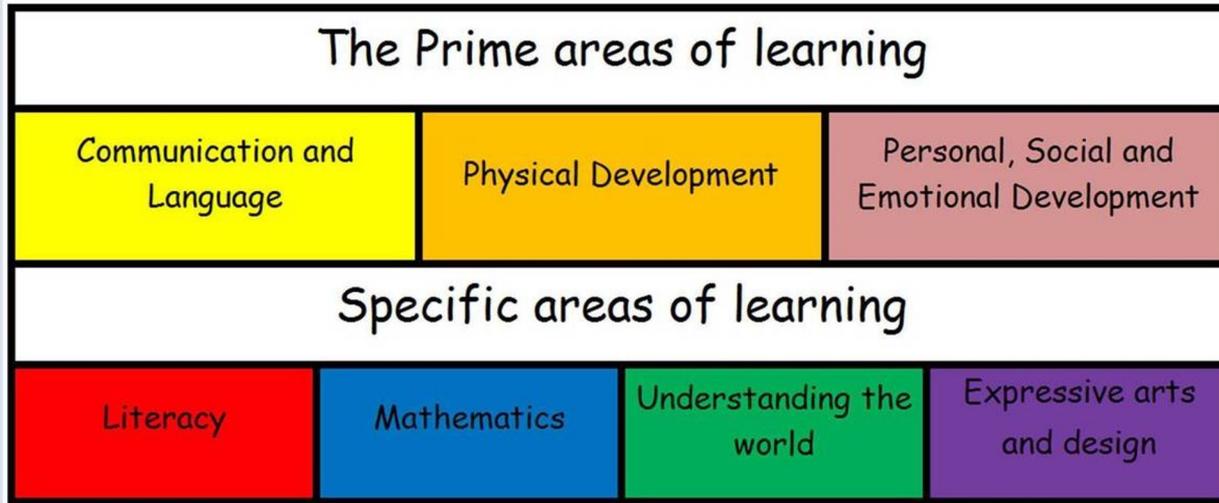


Summer 2: Roots, Shoots
and Muddy Boots

Our Learning Environments



Areas of Learning

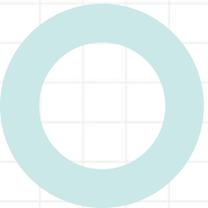


Activity!

Build a boat that can hold 10 people without sinking!

1. Form a group of around 6 people
2. Use any of the resources available
3. Decorate your boat to make it unique and give the boat a name.

What areas of learning do
you think this covers?



Areas of Learning

- **Communication skills** – listening, speaking and understanding
- **Making relationships** – sharing and good team work!
- **Physical development** – cutting, sticking, co-ordination alongside gross and fine motor skills.
- **Creative skills** – do they look different?
- **Understanding of the World** around you – floating and sinking, design, testing, predicting...
- **Number** – estimating how many, counting, shape, space, measure...
- **Reading** – following instructions
- **Writing** – decorating your boats and writing your names!



COOLtime Expectations

(Carry on our learning)

Reading

Reading each night - please record and sign in reading books/diaries

Phonics - Seesaw task

Sounds for each week will be sent via SeeSaw. Children should practise these at home on paper, not on seesaw.

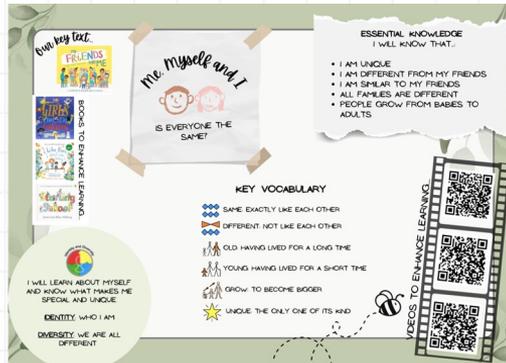
Phonics Hero/Numbots

Fluency based activities, levels change when they are fluent in the skills. (Numbots). Fun games linked to sounds learnt in school (Phonics Hero)

Hinterland

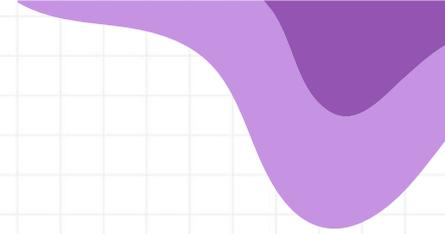
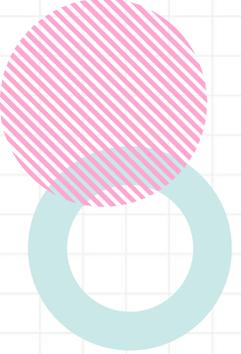
Will be set each half term to allow children to broaden their knowledge about the topic.

Topic Warmers



Encourage your child to engage with their topic warmer to support them in understanding the essential knowledge and vocabulary for their topic.

These are shared on SeeSaw before each new topic.



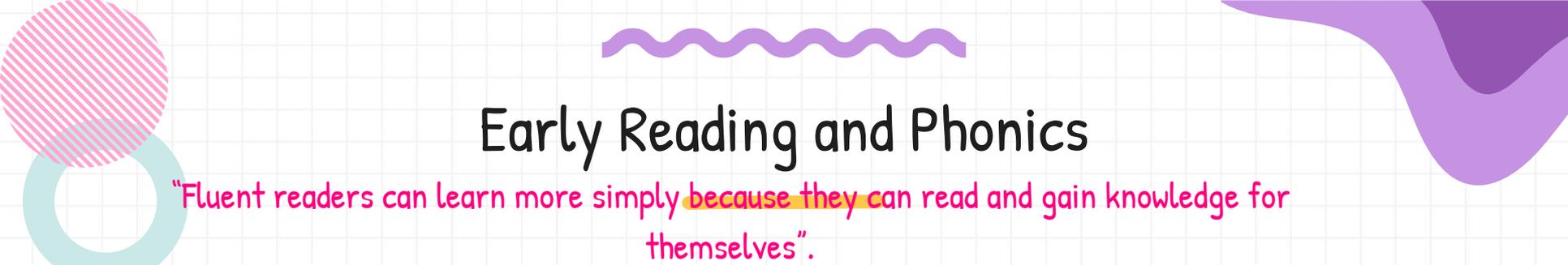
Home Learning

SeeSaw is an online platform which will aid remote learning in the event of school closure/isolation but will also be used to support COOLtime at home. We will also be using it in school too!

Work will be set and shared to your child's login (which will be set up in school) and children can access this and complete tasks remotely set by your child's class teacher.

Please speak to your child's class teacher if you encounter any problems with SeeSaw or have questions! Please ensure that you keep your login safe and don't throw it away.





Early Reading and Phonics

“Fluent readers can learn more simply because they can read and gain knowledge for themselves”.

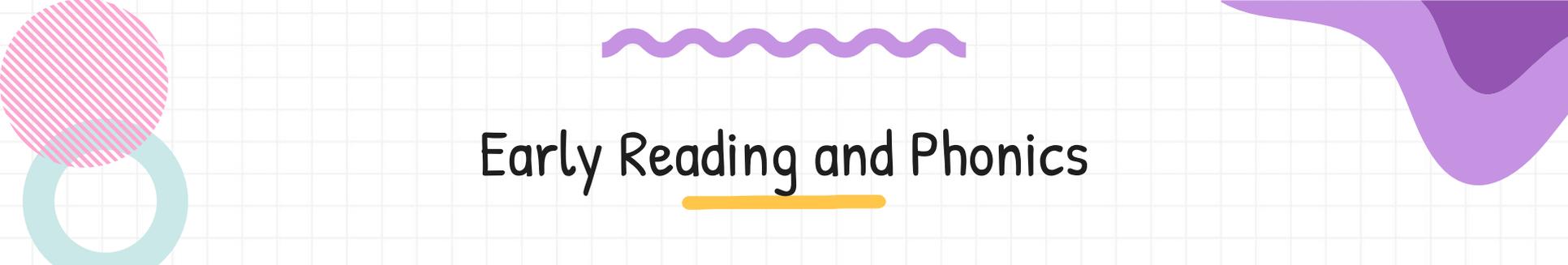
Research suggests that children who are confident readers go on to show greater levels of general wellbeing (National Literacy Trust).

What does it take to become a fluent reader?

- **Accuracy**- decoding unfamiliar words by saying the sounds corresponding to the letters and blending the sounds together.
- **Automaticity**- reading familiar words “at a glance”. Pupils develop this by re-reading words that they have first sounded out and blended.

What does that mean for our reading scheme?

- Children in Reception and KS1 will have two books- a **reading scheme book** and a **‘read for pleasure’** book.
- The reading scheme book will be closely matched to your child’s current phonics level and is for decoding practice.
- The **‘read for pleasure’** book is for developing language and should be read to your child.



Early Reading and Phonics

Reading scheme book (the book your child reads to you)

- Reading Scheme changing days will only be Mondays, Wednesdays and Fridays. This does not mean your child will come home with a new book on each of those days.
- In order to achieve automaticity, children are expected to read their school reading book **three times** over the week.
- **It is important the reading journal is signed by a grown up to indicate this has happened.**
- Until the book has been read three times and some fluency and familiarity can be seen, the books will not be changed.

Read for Pleasure Book (you may read this to your child):

- The 'Read for Pleasure' book may be slightly above your child's reading level and is designed to be shared with an adult or read to your child by a grown up.
- The 'Read for Pleasure' book will **ONLY be changed on a Friday** and can be read once or as many times as desired.

Early Reading and Phonics

Wordless books

Routine

Receiving a wordless book home at the very beginning of your child's reading journey will give you the opportunity to establish a routine together without the pressure of actually 'reading' the book.



You can figure out the best time of day and best space in your home to share the book together. Find a place with few distractions. It could be just after breakfast, before dinner or bedtime, whatever suits you and your child. Lots of Schools will ask you to record the read in a reading record too.

Where do you think would be best place to share our book?

When do you think is the best time for us? ?

Are you comfortable and ready to look through the book now?

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What's the point of



wordless books?

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Book care



Model how to look after the book sent home from School, holding it correctly and turning the pages carefully. Let your child practice this and take responsibility for looking after it. Talk about the best place to keep the book when you are not looking at it. Discuss the different parts of the book including the front cover, title, back cover and spine.

It can cost Schools a considerable amount of money to build their book stock so they will definitely appreciate you having these conversations and preventing it from getting damaged.

Can you show me where the spine of the book is? ?

Show me how to hold the book correctly? ?

Why do we need to look after this book? ?



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Retelling and Imagination

Once you have visited the story several times you can encourage children to retell it in their own words. Can they correctly sequence the main events in the story?

You can prompt them to act the story out through role-play or using small toys, dolls or finger puppets. Acting out and retelling stories can further develop their familiarity with story structure and expand vocabulary and comprehension skills.

Children will love the practical playful nature of retelling stories through role-play.

What could we use to retell the story?

What happened at the beginning, middle and end?



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Phonological Awareness

Even in a wordless book you can prepare children for later Phonics learning by developing their phonological awareness skills. These skills are at the foundation of learning to read.

You could point out or think of something that rhymes with an illustration or play I Spy and find objects that start with a certain sound. You could also clap the syllables in words or the adult segments the phonemes in a word and children practice blending these sounds together to form the whole word and point to the correct picture.



I spy something that begins with...

Can you spot something that rhymes with chair?

Look, it's a c/a/t!



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Story Structure

A story is told through the illustrations within a wordless book rather than the text. The stories will still have a beginning, middle, end and, quite likely, a problem and resolution. Identifying these features within a story is great practice for when children are able to independently read books and it will positively impact their comprehension.

Discuss what is happening at the beginning of the story and predict what they think might happen at the end. Can they retell the story in the correct sequence using words like first, after that, then, next and finally?

What happened at the end of the story? Did you think that would happen?

What happens next in the story?



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Comprehension

Discussing the book together can really impact a child's comprehension skills. Can they talk about what is happening in the illustrations and make predictions?



You can look at the facial expressions of some of the characters and make inferences about what they might be feeling and why. Prompt children to imagine they are the main character and ask them what they might do differently or the same.

You can also discuss how the story might be similar to other stories that they are familiar with.

What might this character be feeling? How do you know?

What could happen next?

Which part of the story was your favourite?



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Oracy Skills

Wordless books are an incredible opportunity to develop oracy skills in children and support literacy rich conversations.

By sharing the book in a quiet space you can really focus on discussing the illustrations and story. Encourage children to ask questions about the pictures, give their point of view, listen to others and talk about what is happening.

'Oral narrative skills are crucial to early literacy development, as they assist children in making the transition between oral narrative and written text' (Collins and Glover, 2015)

Tell me about the story?

What do you think about the story?

What does...think about the story?



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Vocabulary



Wordless books are a great way to expand children's vocabulary. Vocabulary is a key predictor of later academic success.

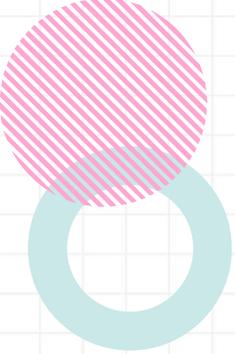
You can name the objects you see in the illustrations and identify anything they may not be familiar with. Once you've named the objects you could encourage children to add a describing word "that is a big tree". On the next read you could model using an alternative word for 'big'. "That is an enormous tree" or add a verb "the tree loomed over the park".

What is another word we could use instead?

Can you spot something that looks...expensive, powerful, realistic, lethargic?



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Writing



HOT TASK
W/C: 10.6.19

Fact file
L.O. To write a fact file.
SC. I can include a heading and subheadings, I can include labels, I can include a caption, I can form factual sentences.

Muncees



long tails ✓
long tail take them down on trees ✓
light ears ✓

they climb trees ✓

what do they live in? ✓
Muncees live in the canopy of the rain forest ✓

what do they eat? ✓
Muncees eat pineapples and bananas ✓

Independent work

HOT TASK
W/C: 10.6.19

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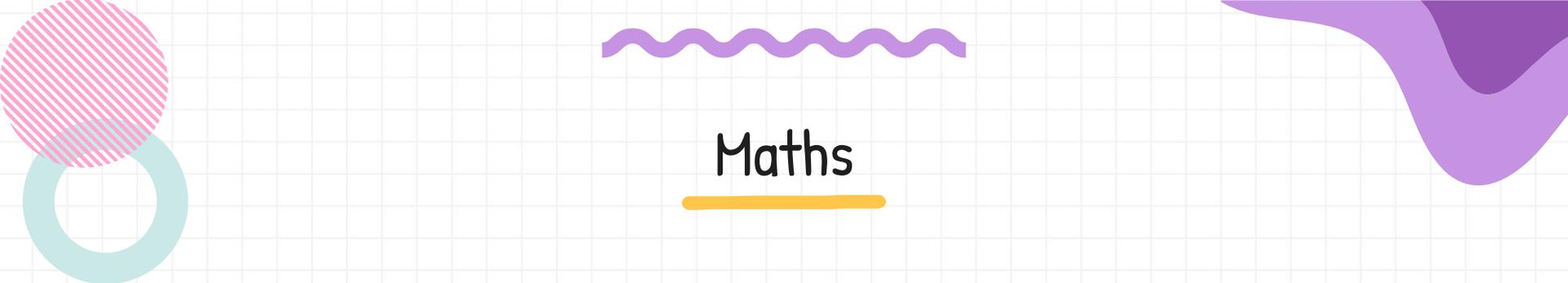


long tail ✓
brown skin ✓
longer hands ✓

The muncees like to live in the rain forest ✓
what do muncees eat? ✓
muncees eat pineapples and bananas and insects ✓

what do muncees live in? ✓
Muncees live in the canopy of the rain forest ✓

Independent work



Maths

At Bengeworth academy, we see teaching for mastery in maths as allowing the pupils to gain a deeper understanding of maths, allowing them to acquire a secure and long term understanding of maths that allows them to make continual progress to move onto more complex topics.

We teach mastery through:

Fluency

Reasoning

Problem solving

What can you do at home to support us?

- Independence when getting dressed/undressed
- Reading (every night) – please ensure that books are brought into school daily. Books are changed on Mondays, Wednesdays and Fridays.
- SeeSaw
- Numbers in the environment
- Environmental print
- Phonics Hero
- COOL time
- Phonics flashcards/tricky words
- General manners
- Table manners eg. Using a knife and fork
- School readiness poster
- Numbots
- Label all clothes





End of Year Expectations

- At the end of your child's Reception year we aim for children to achieve a Good Level of Development.

Good Level of Development (GLD)

- To achieve the Early Learning Goal in the Prime Areas of Learning (Personal, Social and Emotional Development; Physical Development; and Communication and Language) and the ELG's in the specific areas of Mathematics and Literacy.

Swimming

We have the Bengeworth Barracuda scheme of swimming lessons and awards at school that are used to focus on building confidence and technique in the water as well as develop an understanding of water safety too.

Reception – 5 weeks of swimming lessons in Summer term at Evesham Leisure Centre

Year 2,3 and 4– Two weeks of intensive swimming lessons (30 minutes per day) in the 'Pop up Pool' at school

Year 1 and 5 – 10 weeks of swimming lessons at Evesham Leisure Centre

Information regarding when your child's class will swim can be found in our Curriculum Yearly Overview on our website and a letter will be sent home at least 3 weeks in advance.

How you can help

- Build your child's confidence around water (getting their face wet)
- Take them swimming for fun!
- Celebrate their successes they share from lessons in school!

National Curriculum

1. Children should swim competently, confidently and proficiently over a distance of at least 25 metres.
2. Use a range of strokes effectively.
3. Perform safe self-rescue in different water-based situations.



Online Safety



The best filter is an educated child

Children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage.

As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online.

UK Council for Internet Safety

Online Safety

At School

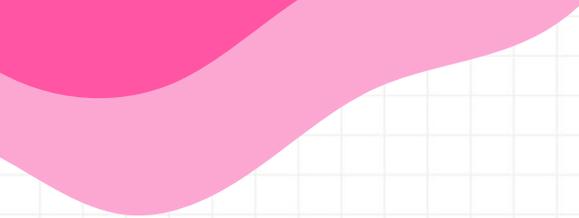
- Children will have access to **high quality online safety lessons** with engaging activities such as practical scenarios, role play, digital diaries and games. Their knowledge and understanding will be built upon throughout their school life as their digital understanding develops and matures.
- Safe and responsible use of the internet is at the heart of our school curriculum.
- **Clear expectations** are set through the school's online safety policy and acceptable use agreements.
- **Online safety issues** are taken seriously and are monitored.

At Home

- **Reinforce the messages** shared through the acceptable use agreements.
- **Monitor what your child is viewing** on the internet and have open discussions about who they are communicating with.
- **Set clear boundaries** regarding who they can communicate with (i.e. only people that they know in the real world) and how much time that they spend on the computer or tablet.

Key Dates and Costs

Autumn 1	Autumn 2	Spring 1
N/A	Pantomime - £17 approx Smart Trees - £19.50	Birdland - £TBC Coach - 4.77
Spring 2	Summer 1	Summer 2
Local Area visit £0	Fairytale Farm - £13.50 Swimming (TBC)	Sandfield Farm - £7 approx Swimming (TBC)



THANK YOU!

thank you!

