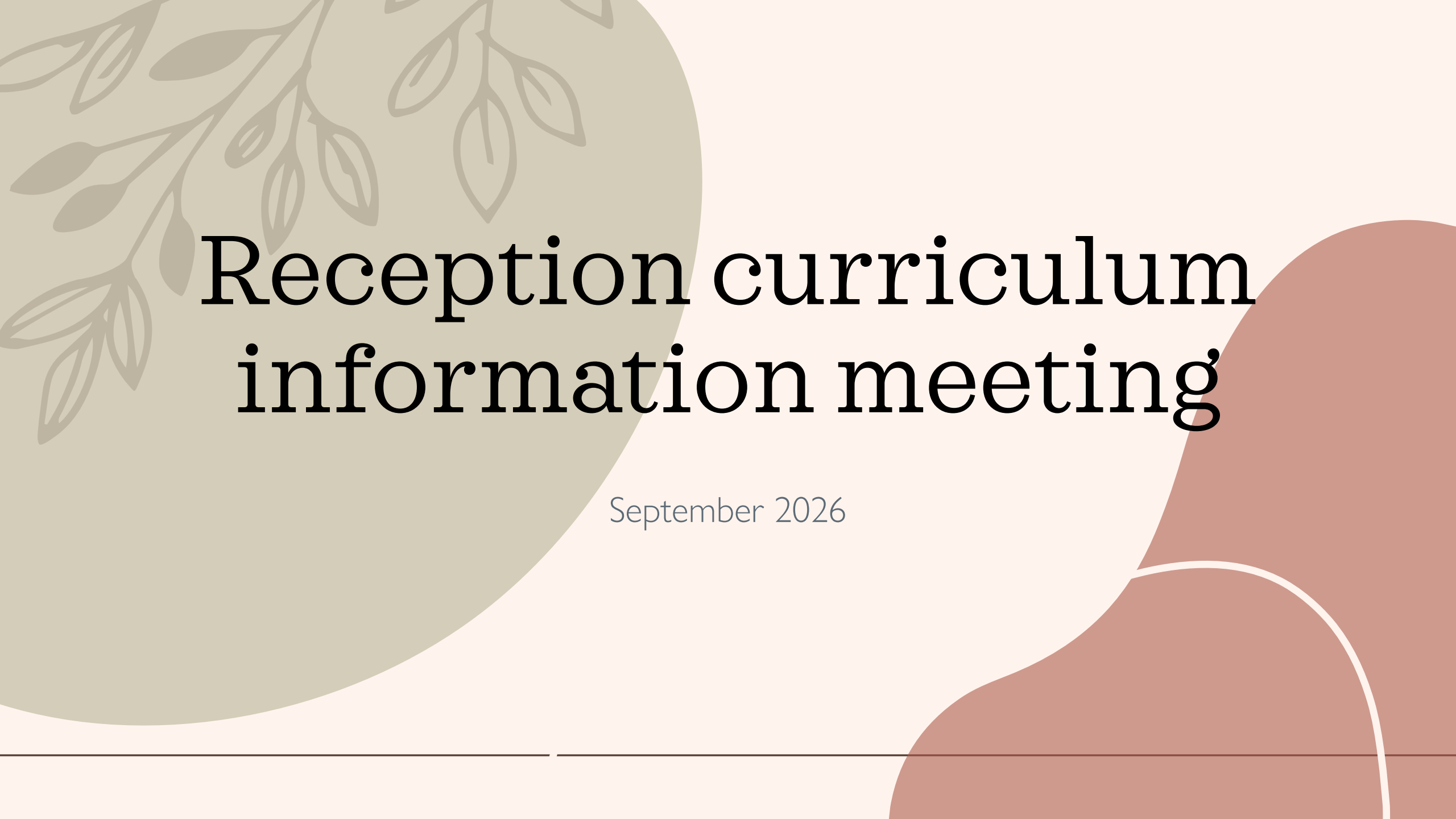




Reception curriculum information meeting

September 2026

Our team



MISS WILLIAMSON

Teaching Assistant on
Wednesday only



MISS TILLEY

Hedgehog Class teacher



MRS GARTLAND

Rabbit Class teacher



MISS HUGHSTON

Rabbit Class teacher



MRS DAYNES

Teaching Assistant
Monday – Tuesday
Thursday – Friday
Mornings only



MRS FARROW

Teaching Assistant



MRS FREESTONE

Teaching Assistant

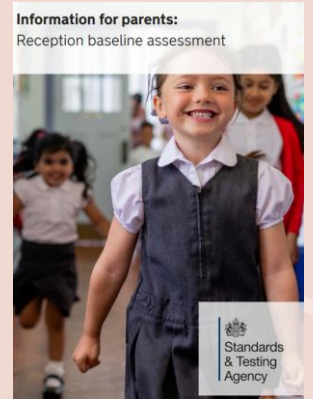


MS SEARLE

Teaching Assistant
Monday – Friday
Every Afternoon

Transition period and baseline assessments

- At the start of the term, we spend time settling children into routines and supporting them to feel safe, secure and settled at school.
- Alongside this, we gather information about each child's starting point, using information from nurseries as well as our own assessment activities. We complete the statutory Reception Baseline Assessment (RBA), our own class-based tasks, observations and a language screening tool called NELI.
- These help us to tailor our teaching and ensure it matches closely to 'next steps' for learning.
- Throughout the year, we repeat our Eaton baseline assessment tasks to track progress.
- RWI (phonic) assessments are completed half-termly.



Number recognition										
Autumn Term date: _____										
Number recognition										
1	2	3	4	5	6	7	8	9	10	
Recites numbers up to _____ Counts accurately up to _____										
Spring Term date: _____										
Number recognition										
1	2	3	4	5	6	7	8	9	10	
Recites numbers up to _____ Counts accurately up to _____										
Summer Term date: _____										
Number recognition										
1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
Recites up to _____ Counts accurately up to _____										

Name writing progression	
Autumn term date: _____	
Spring term date: _____	
Summer term date: _____	

The EYFS

In Reception, we follow the Early Years Foundation Stage curriculum (known as the EYFS). This is a **play-based, practical, active, and exploratory curriculum** which supports children to make progress in seven areas of learning:

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Foundations for lifelong learning

The Reception year is a crucial part of a child's early learning journey.

Our aim is to build secure foundations for all future learning with an emphasis on mastery of skills.

A 'tall tower' can look impressive and give the impression that a child is making huge strides in their learning.

HOWEVER...



Without secure foundations, this learning is unlikely to be retrieved in different contexts and last over time.

STRONG FOUNDATIONS ARE KEY

Daily timetable

Our timetable is flexible and adapts to different focuses throughout the term/ year.

8:35	8:50	9:05	10:05	10:15	10:35-10:50	10:50 – 11:30	11:30	11:45 – 12:45	12:45	12:55	1:10	2:55	3:15
Early bird work e.g. name writing, 'Talk About' picture prompt discussions Register	Phonics (RWI)	Discovery time Child-led learning and focus activities with adults <i>* NOTE- on a Wednesday morning this term, both classes take part in a PE session *</i>	Tidy up, toilet time and hand-washing.	Snack Time Stories, songs, focused discussion	Break time	Carpet time Maths circle Discovery time	Tidy up, toilet time and hand-washing. Story time	Lunch	Register	Carpet time input (usually 'topic' based)	Discovery time Child-led learning and focus activities with adults	Get ready for home time Story and songs	Home time

Termly topics/ themes

Each half term, we focus on a different overarching theme.

Autumn 1: 'All About Me'

Autumn 2: Celebrations

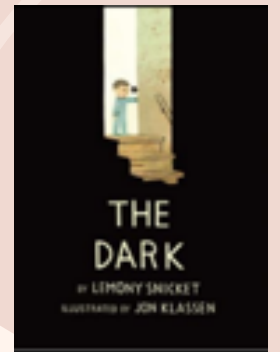
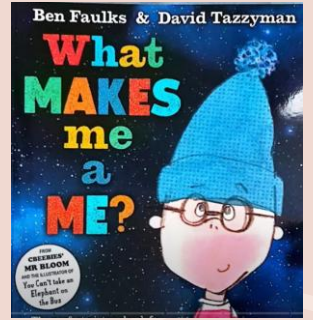
Information about these is provided on our termly curriculum newsletter.

Throughout the year, we also spend time learning about different religious festivals, special events and the changing seasons and weather around us.



Weekly curriculum focus

- Each week, we have a focus book which drives our learning for the week. For example, when reading 'What Makes Me a Me?' we may learn about similarities and differences and draw a self-portrait. We will learn to recognise our names and begin to learn about writing these carefully.
- Alongside the focus book, we tune in to the interests of the children. As we observe and support their play, we pick lines of interest and provide more opportunities to develop this. E.g. making pattern crowns following a suggestion from a child.
- Communication and high-quality interactions with adults are key.



‘Talk About’ pictures

*‘Reading and
writing float on a
sea of talk’* James Britton

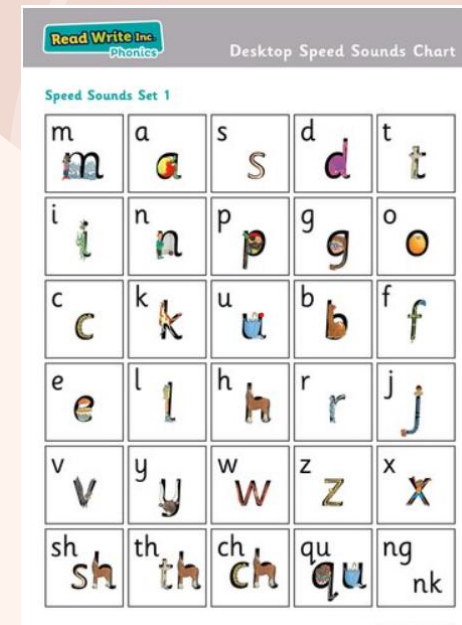


An interesting
reason to talk...
“What do you
see?”
“What do you
notice?”

Phonics

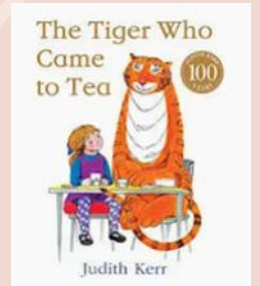


- At Eaton, we follow the **Read, Write Inc.** programme of learning.
- We have begun daily phonic teaching in an adapted format to allow us to complete baseline activities. Sessions have focused on phonic routines, vocabulary and learning behaviours.
- Phonic inputs now pick up pace, are delivered daily and cover all aspects of RWI sessions.
- Over time, children will be split into smaller groups based on their phonic knowledge.
- Your child will bring home a set of QR codes that link to some really useful 'speed sound' videos. These will help to rehearse new sounds (and give a brilliant example of a phonic teaching sequence).



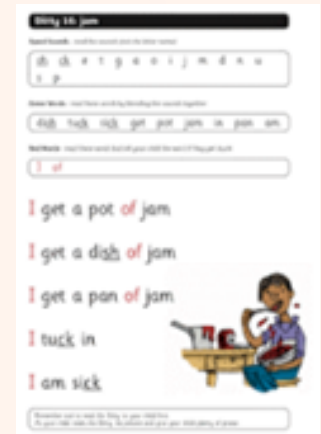
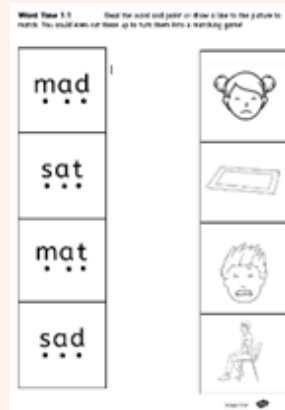
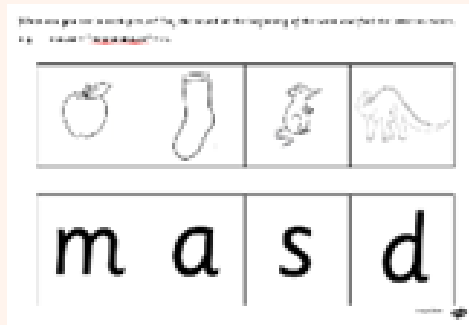
Reading books

- On Tuesday, your child will bring home a lilac, wordless book and a library book to share.
- Wordless books are an important stage in developing early reading skills. They are an excellent way to practice predicting, becoming familiar with the pattern of a story, using 'story language' such as "suddenly" or adding expression to our voices as we tell a tale using the pictures. The children can talk about the characters and settings they see in the book.
- Children will bring home a book with words, when they are confidently blending using known phonic sounds.



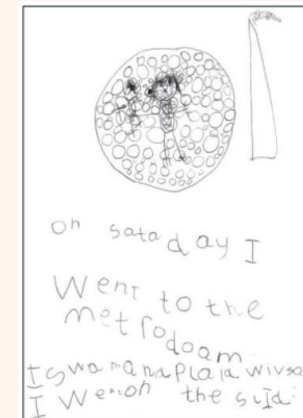
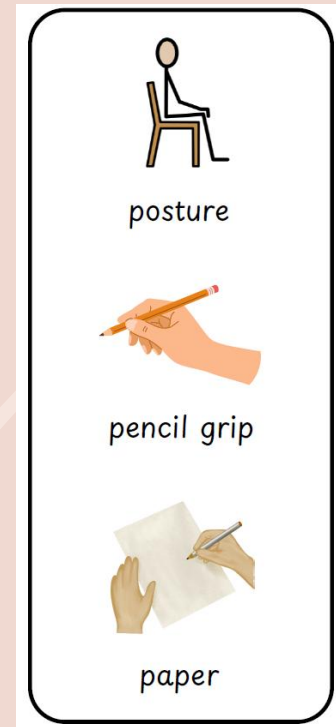
Word time activities- when ready

- To help children become ready for a reading book with words, we send home 'word time' activity sheets. These do not need to be sent back to school but are a really important resource to share at home.
- Ditty sheets are used to support the children who are really close to being ready to read a home reading book.



Writing

- Fine and gross motor skills (including good posture) underpin the ability to write- we spend lots of time developing these.
- We have daily opportunities to write our new phonic sound.
- Weekly 'Drawing Club' task- children draw and talk about e.g. a character from the focus story. When ready, they will begin to add the sounds they hear in words.
- Lots of opportunities to write during 'discovery time' e.g. a shopping list in the home corner or a label for a model.
- The 'early learning goal' for the end of Reception, is for children to be able to write simple sentences that can be read by others.



Maths

- Maths is everywhere and we make the most of all opportunities to use and apply our developing skills.
- Daily timetables, using the self registration board to count the total of children in class today, counting out the correct number of aprons for the craft table.
- Daily 'maths circle'- an adult led activity focusing on a key skill e.g. sorting, matching, comparing totals, addition.
- Use of **five and ten frames** to support the visual pattern of totals.
- A key skill is **subitising**- the ability to recognise small groups of objects without counting. Dice games are a great way to explore this.
- Number recognition to 10 and beyond.



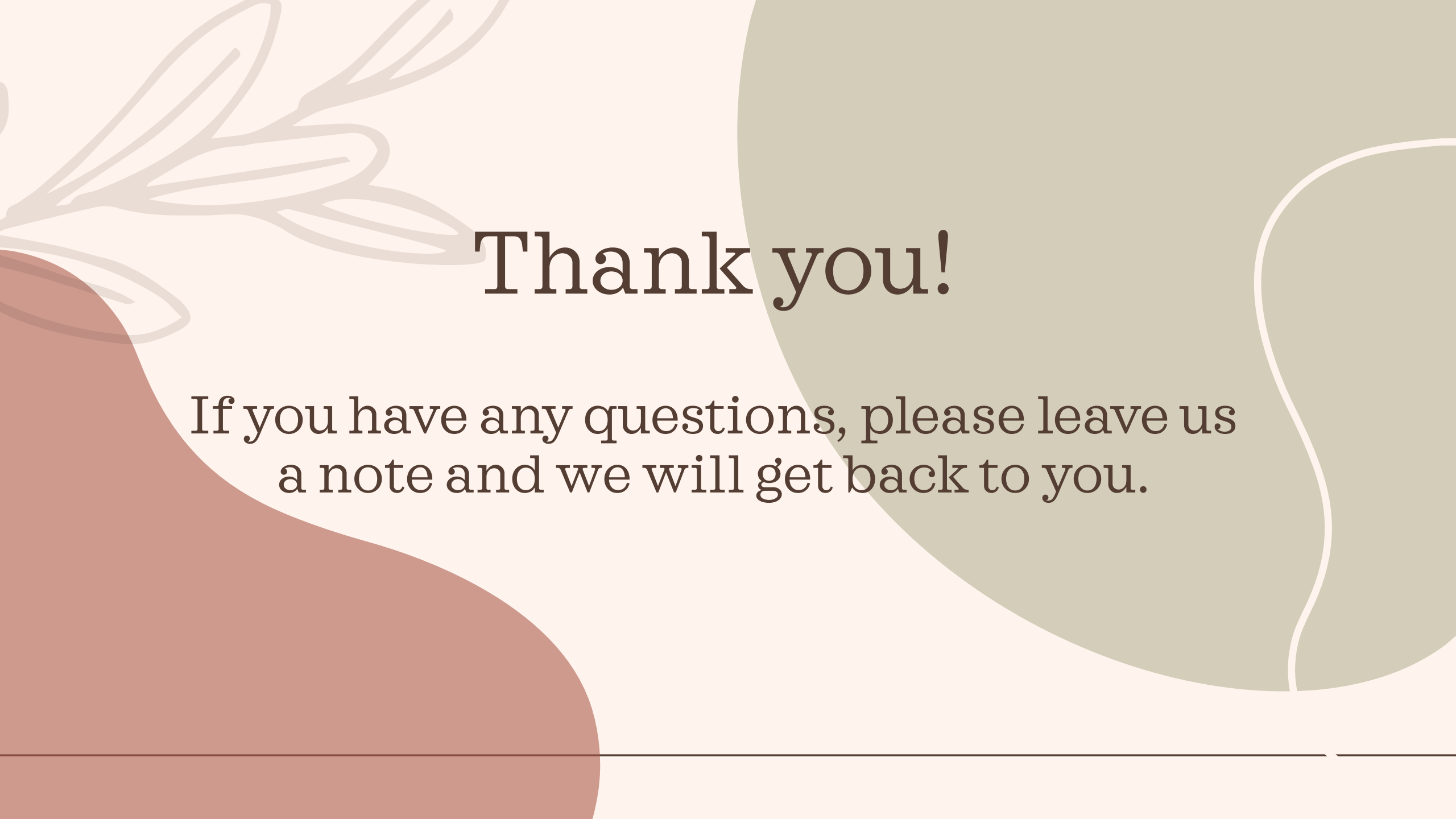
How you can help at home

- Read the weekly '**communication diary**' to find out about our learning for the week ahead.
- Try the weekly **maths home learning task**.
- Use the **phonic video QR codes** to practise new sounds.
- Use the **phonic sound matching tasks**/ word reading tasks
- Ensure fine and gross motor skills are being practised frequently.
- Fine motor- play with lego, do up buttons, pick up pom-poms, threading, zips.
- Gross motor- throwing games, using upper body strength to climb, balancing.
- Continue to encourage independence e.g. putting on own coat.
- Read a range of story books and talk about what has been seen and heard.



Reminders

- Snack- we provide a fruit snack daily. If you choose to provide a snack from home, please ensure this is fruit/ vegetable based or plain crackers, breadsticks etc. This is in line with the updated statutory EYFS requirements regarding healthy eating.
- Teddy Bear 'Show and Share' on Tuesday 6th October at 2:30pm
- Welcome Wednesday 7th October 8:55 – 9:20am



Thank you!

If you have any questions, please leave us
a note and we will get back to you.