

Barnsbury Primary School and Nursery

Welcome to our Reception Curriculum Talk
and Parent Workshop



How your children have settled in



PE

- ▶ Reception have **PE on Friday's** and should come into school in their PE kit.
- ▶ **Children must not wear any earrings or watches during PE sessions.**

PE kit:

- Plain trainers
- Red shorts
- White t-shirt (with school logo, or plain)
- Grey tracksuit (logo optional)

Parent planner

Communication and Language:

- Understand why listening is important.
- Listen and respond in different situations, such as one to one, small groups and whole class discussions.
- Engage in stories, joining in with repeated phrases.
- Listen to, understand and follow simple instructions.
- Ask questions to check understanding and develop knowledge.
- Develop a wider range of vocabulary.
- Initiate conversations and respond to others using sentences.

Physical Development:

- Develop and refine gross motor skills (large, whole-body movements) – climbing, rolling, running, cycling, throwing, catching, kicking, balancing.
 - Develop fine motor skills (small movements, strengthening fingers and coordination) – pinching, rolling, squeezing playdough, using tweezers and pegs, using scissors effectively, doing up a zip.
 - Show preference for a dominant hand.
- PE lessons will be on Fridays. Please ensure your child comes to school in their PE kit and earrings are removed on Fridays.

Topics:

Getting to know you
Our bodies
Fairytails
Castles and Knights

Personal, Social and Emotional:

- Building relationships and getting to know our school. We will talk about our families, likes and dislikes, and similarities and differences between each other.
- Children will learn where things belong in the classroom.
- Develop independence by putting their bag on their peg, self-registration, going to the toilet and choosing their own activities.
- Develop social skills through turn taking games and sharing resources.
- Talk about how they are feeling and begin to consider the feelings of others.



Autumn term

Understanding of the World:

- Talk about members of our family, friends, school and local community.
- Talk about past events and celebrations, such as Birthdays, Diwali, Eid and Christmas.
- Explore the classroom and school grounds, noticing similarities and differences between the environments.
- Observe the changes in seasons.
- Explore through hands on experiences.

Literacy:

- Book of the week relating to our topics. E.g. Fairytails topic - Goldilocks and the Three Bears, The Three Little Pigs, Jack and the Beanstalk.
- Recognise and write their own name.
- Join in with familiar rhymes, songs and stories.
- Develop phonological awareness: Hear and say initial sounds in words (d for dog). Oral blending (m-a-t, mat). Continue a rhyming string (dog, frog, log).
- Phonics helps children learn to read and write. After half term, the children will be split into in groups for phonics.

Parental involvement:

- Please send in/email a family photo (by 18th September) to support discussions and to go on display in class.
- 1:1 parent-teacher meetings – 7th – 11th September
- Half term – 19th-30th October
- Individual & sibling photos – 11th November
- Parents evening – 10th, 12th November
- Fairytale dress up day – 19th November
- Christmas performance – 14th, 15th December
- End of term – 18th December at 1.15pm.

Expressive Arts and Design:

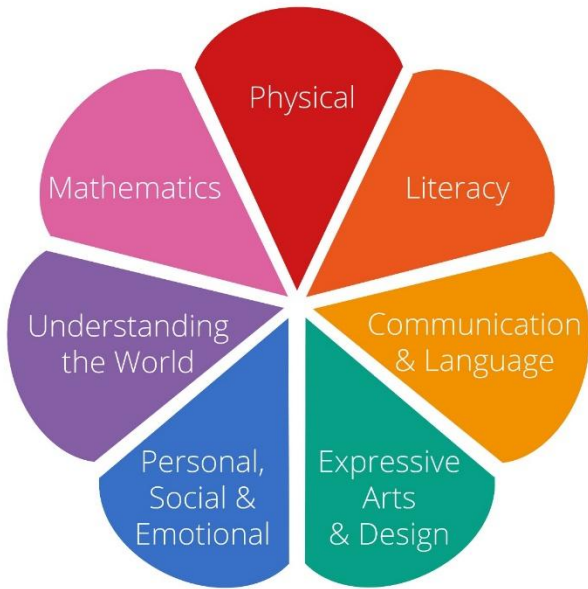
- Role-play familiar scenarios, such as families in the home corner, or re-enacting a story.
- Use a range of media, including pencils, crayons and paint.
- Explore colour mixing and begin to use colours for purpose, such as a self-portrait.
- Join in with rhymes, poems and songs. Explore making music with body percussion and instruments.

Maths:

- Confidently subitise amounts to 3.
- Recognise numbers to 5, exploring and understanding the composition of these numbers in a range of contexts.
- Accurately count and compare amounts, linking numerals to quantities.
- Develop a secure foundation of numbers to 5 to support later learning and fluency in maths.
- Identify some shape names and continue a simple pattern.



EYFS Curriculum



► 7 Areas of learning and development

► 3 Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

► 4 Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

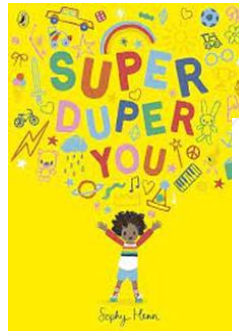
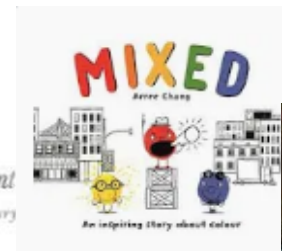
Powerful texts to build knowledge and vocabulary

BOOKS can be
MIRRORS
to help us see
ourselves
in stories.



- Books allow children to understand themselves and others.
- Texts are repeated to allow children to become familiar with them, developing their own use of vocabulary.
- Books are engaging and inspirational.

BOOKS can also be
WINDOWS
to help us see and
understand people
who are different
than us.



Vocabulary in the classroom:

- Talk Partners
- Encouraging all children to speak in full sentences
- Reframing sentences - “Say it again, better”
- Specific teaching of key vocabulary in all lessons
- Use of widgets to support



Developing vocabulary:

- Key concepts
- Listening and attention
- Defining vocabulary
- Imagination
- Excitement and magic



Concept Cat



Poetry Basket



Attention Time



Drawing Club

High-quality interactions at Barnsbury

Shared attention

- Get down to the child's level
- Notice and pay attention to what they are focused on
- Show genuine interest in their play
- Be present and in the moment



Respond

- Follow the child's lead
- Comment on what you can see, feel or hear
- Acknowledge non-verbal responses, such as eye contact, nodding, smiling
- I wonder... I notice...
- Connect to previous learning/experience



Expand

- Repeat what the child says, modelling full sentences
- Build on what they say, e.g. A child says 'dog', adult says 'Yes, it's a dog. A small, brown dog.'
- Opportunity to develop vocabulary through explicit modelling



Conversation

- Give children time to listen, process and respond (10 second rule)
- Model social skills, including listening and turn taking to maintain a back and forth conversation
- Comment more, question less



Consistency

- Use visuals and gestures to reinforce spoken language
- Consistent routines
- Model and maintain high expectations for all children
- Make connections in learning and previous experiences



What is personal, social and emotional development (PSED) and why is it important?

- ▶ Self-Regulation
- ▶ Managing Self
- ▶ Building Relationships

What should my child already be able to do?

Most children at the start of reception will be beginning to:

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others
- Manage their own needs and personal hygiene
- Talk about the different factors that support their overall health and wellbeing, e.g. exercise, healthy eating, tooth brushing, screen time, sleep

How does that look in real life?

- Understand the importance of rules but rules tend to be 'flexible' - for them at least. They may accuse others of cheating if they don't win a game.
- Will start to show empathy and an understanding that other people might have points of view that are different to their own
- Will be able to share but might still find it difficult, especially when it comes to their favourite/special things.
- Might be afraid of failure, criticism and spooky things like monsters.
- Attention span will start to increase.
- Will be looking to make their own decisions, particularly around what to wear and what to eat.

What is my child expected to do by the end of Reception?

Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- 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.

Managing Self ELG

Children at the expected level of development will:

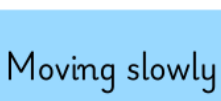
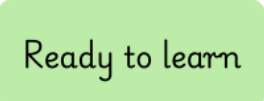
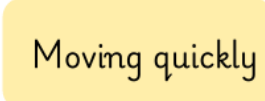
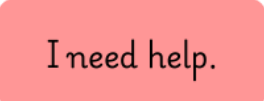
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

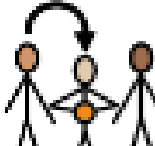
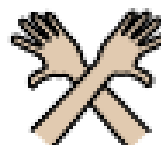
Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

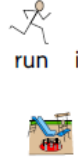
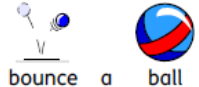
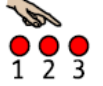
How do we teach PSED in Reception?

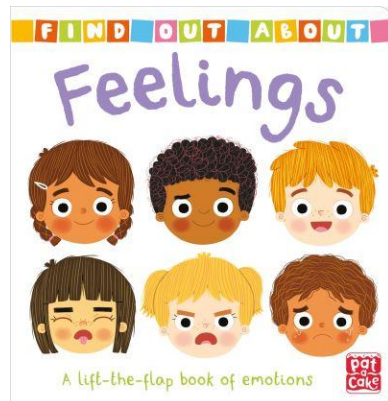
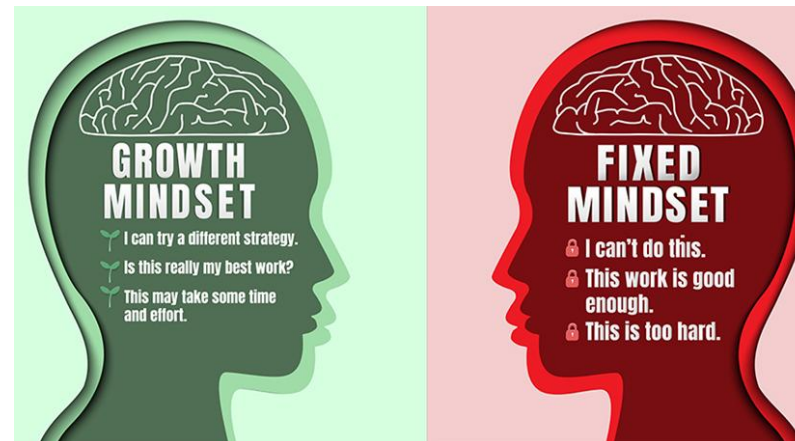
ZONES OF REGULATION			
			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 Sick  Sad  Tired  Bored  Hungry  Moving slowly	 Happy  Calm  Proud  Brave  Focused  Ready to learn	 Frustrated  Worried  Silly  Excited  Anxious  Moving quickly	 Hurt  Terrified  Mad  Angry  Out of control  I need help.

 share	 more	 turn
 please	 thank you	 help
 wait	 finished	 tidy

The Barnsbury way to self-regulation

1	2	3	4
 bag on peg	 move name	 water bottle	 feelings

 wall push ups	 get a drink	 run in playground
 walk	 draw	 rest
 happy thoughts	 tense and release	 bounce a ball
 1 2 3 count	10 10	 fidget
		 pressure



How else do we support your children with PSED in school?

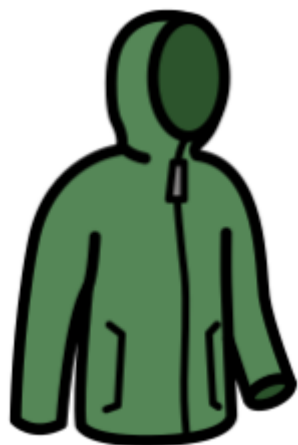
- ▶ ELSA - Emotional Literacy Support
- ▶ Sensory Circuits
- ▶ Forest School Sessions (summer term)
- ▶ Friendship intervention groups
- ▶ Growth Mindset
- ▶ Story Time
- ▶ Circle time

How can parents support their children with....

Self regulation

- ▶ Describe how you feel and how you might manage your feelings (e.g. I'm feeling tired so I might sit quietly and read for a while)
- ▶ Providing clear and consistent boundaries
- ▶ Establish daily routines
- ▶ Playing board games that require turn taking and following simple rules

Managing Self



1	 pants down
2	 sit on toilet
3	 wipe with tissue
4	 pants up
5	 flush toilet
6	 wash hands

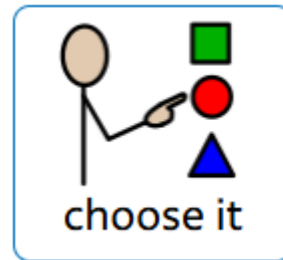
1	 water
2	 soap
3	 wash hands
4	 dry hands
5	 tissue in the bin



How can parents support their children with.....

Managing Self

- ▶ Encourage your child to try new things
- ▶ Giving your child responsibilities (e.g. helping you set the table, spread the butter on the toast, folding the laundry etc)
- ▶ Modelling and praising appropriate behaviour
- ▶ Teaching your child to care for their things, including tidying them up!



How can parents support their children with ...

Building Relationships

- ▶ Helping your child to work through disagreements, rather than trying to solve conflicts for them
- ▶ Sharing books that explore friendships and feelings
- ▶ Providing children with opportunities to socialize with peers

Example Activity

We are learning to talk about emotions.



ZONES OF REGULATION			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Moving slowly	Ready to learn	Moving quickly	I need help

Can you make a face using the playdough?

How do you think that person is feeling?



What makes you feel that way?

What does the workshop consist of?

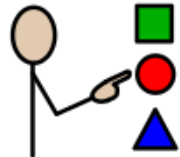


1



library

2



free flow

3



tidy up

4



attention
time

5



home time

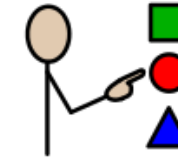


1



attention
time

2



free flow

3



tidy up

4



library

5



home time