

Welcome to Hamstel Infant School and Nursery



Reception Curriculum Meeting

September 2025

Our School Values

We Care

Working together



Enthusiasm and determination



Caring



Aspire



Respect



Effort and resilience



The Reception Team



Mrs Bryant
EYFS Lead



Miss Parmenter
Owl Class



Miss Capon
Woodpecker Class



Miss Bishton
Peacock Class



Mrs Bird
Kingfisher Class



Miss Golding
Kingfisher Class

Early Years Vision

Relationships – our children developing strong relationships with adults and their peers.

Oracy: Speech and Language development – we want our children to be confident and clear communicators. Speech and vocabulary development play an important role in future learning success.

Independence – we aim for all our children to become confident and independent learners.

Self-regulation – we want all our children to be able to self-regulate their own behaviour, knowing how to behave in different situations and being able to deal with conflicts appropriately.

Reading – is the key to future success and is paramount across all areas of the curriculum.

Physical development – developing both gross and fine motor skills, as the building blocks for future success in handwriting as well as writing attainment.

Enrichment - providing our children with other opportunities that they may not otherwise experience.

Parents/Carers – play a vital role in their child's education. We aim to work closely with all our parents, sharing learning experiences and how we teach in school so that parents feel supported and confident in continuing learning at home.

EYFS Curriculum

Our EYFS curriculum will:

- Promote and model our **'WE CARE'** values
- Develop the children's language and oracy skills to allow them to communicate effectively
- Deliver a meaningful and flexible curriculum through exciting themes and books to excite and engage our learners
- Meet the needs of all our children through a nurturing and inclusive approach
- Provide an engaging and safe environment for the children to learn
- Provide a variety of engaging enrichment opportunities
- Develop collaborative and independent skills



Early Years Statutory Framework

We work from The Early Years Foundation Stage (EYFS) curriculum alongside the Development Matters document. There are seven areas of learning and development:

Prime Areas

- Personal, social and emotional development
- Physical development
- Communication and language development

Specific Areas

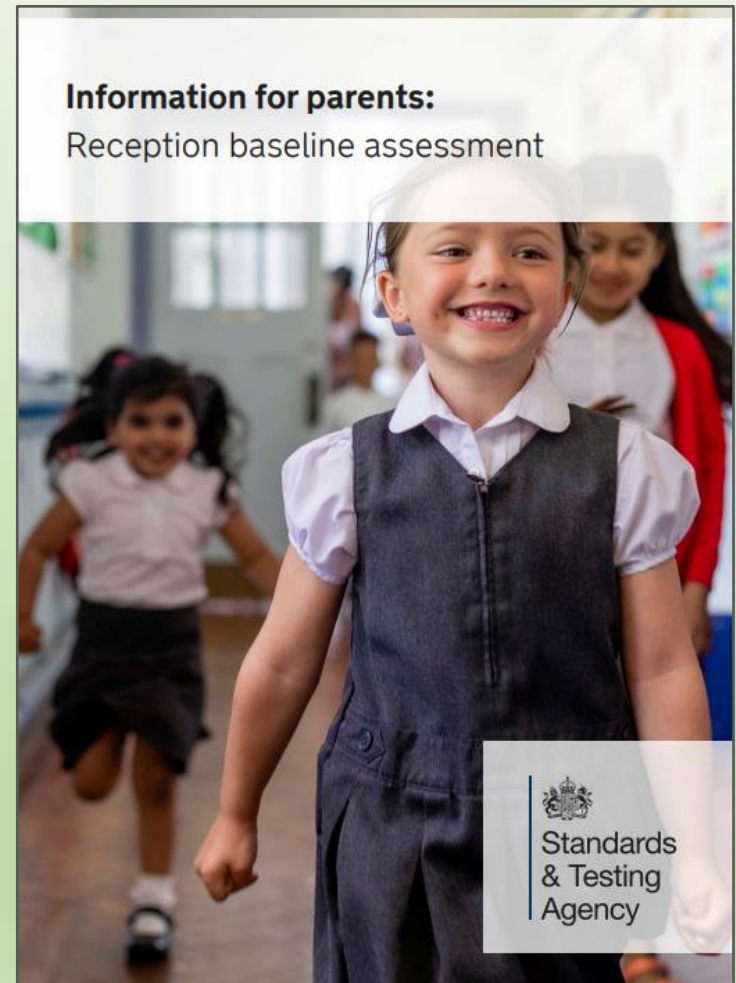
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Each area of learning is split into Early Learning Goals, which the children are assessed against at the end of the year.

DfE Reception Baseline Assessment (RBA)

- Statutory assessment
- A short, interactive and practical assessment.
- Covers literacy, communication, language and mathematics skills.
- Completed in the first 6 weeks.
- Creates a starting point to measure progress schools make.



Our Themes This Year

- All About Me!
- Lights and Sounds
- Once upon a time
- Journeys
- Around the world
- Superheroes



Curriculum Theme Letter

This half-term our theme will be All About Me!

Week 1: Starting School

Key Text – Wovvovv

During our first week, we will be reading a familiar story, Wovvovv, getting to know each other and the daily routines.

Week 2: Starting School

Key Text – The Colour Monster starts school

For our first full week, we will continue to build new relationships and become confident in all the school routines. We will start to learn the names of different emotions and learn about the zones of regulation and how important it is to say how we are feeling.

Week 3: Friendship

Key Text: I'm going to make a friend

We will continue to get to know each other and start to build new friendships with some of the other children in reception.

Week 4: Families

Key Text: All kinds of families

This week we will be naming and describing all the people in our families.

Week 5: My Home

Key Text – Our House

Homes will be the topic for this week, we will be talking about the home that we live in and learn about different types of homes.

Week 6: My Body

Key Text – Eyes, nose, fingers and toes

We will be learning to identify and name different body parts and describe how we look.

Week 7: Growing

Key Text – I'm Growing

This week we will be looking at baby pictures of ourselves and talking about how we have grown and the different things that we can do now.

Literacy

We will be starting our daily **SVing** lessons. Each day the children will learn a new speedy sound. During these sessions the children will learn to blend the sounds together to read different words. In our literacy lessons the children will be learning to listen to different stories, talk about them and answer questions about what has happened.

Handwriting

We will be starting our daily handwriting sessions. We will be teaching the children to hold their pencils correctly as well as how to sit correctly at a table, ready for writing. We will start by practising different patterns before moving onto practising the long-legged giraffe letters.



Oracy

This half-term we will be focusing the four strands of oracy:

Social and Emotional: Look at the speaker.

Linguistic: Expressing my needs clearly to a familiar adult or peer.

Physical: Speak audibly so I can be heard and understood by my learning partner.

Cognitive: Describe an event to a partner using and to elaborate.

PE – Gross Motor Exercises

Locomotion will be the unit for this half-term. We will learn to run and jump in different ways and safely.

Scissor Skills

Holding scissors correctly, opening and closing scissors, snipping paper, cutting straight lines and holding the paper with a non-dominant hand.

Fine Motor Skills

Crossing the midline: painting large rainbows. Simon Says across the body.

Hand and finger strength: Roll, pinch, flatten, squeeze, cut playdough. Squeezing and squeezing water from spray bottles, pipettes and sponges.

Pincer grip: tweezers to sort objects.

Hand-eye coordination: throwing bean bags into hoops.

Finger isolation and dexterity: finger rhymes and songs.

Visual perception and spatial awareness: jigsaws.

Science – My Body

Naming body parts and facial features. Describing how I have changed from a baby.

Geography – My Home and School

Describing my home and exploring my school environment.

History – Changes within Living memory

Using time words to describe how I have changed.

RE – What does it mean to belong to a faith community?

The meaning of belonging, what is a faith community, people can belong to different religions.

Art – Drawing and Painting

Holding a pencil and paintbrush, drawing lines and shapes to represent my body and face.

PSHE

This half-term will have a strong focus on getting to know each other and making new friendships.

Our PSHE carpet sessions will focus on families and friendships and safe relationships. We will be learning to talk about different emotions and feelings, how to recognise feelings in themselves and others, how different feelings can affect our behaviour. During Safe Relationships, we will learn to name different body parts and what it means to keep something private.

Storytime

Every day the children will enjoy story time with their teacher. Listening to stories helps young children to build an extensive vocabulary as well as learn to love books and reading. Each week your child will bring home a library book of their choice. Please spend time sharing this book as well as other books you have at home.

Focus Nursery Rhymes

Week 2: Pat a Cake

Week 3: 1,2,3,4,5 Once I caught a fish alive

Week 4: This Old Man

Week 5: Five Little Ducks

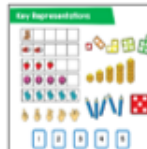
Week 6: Name Song

Week 7: Things for Fingers

Maths

We will be starting our daily maths meetings where we will be introducing the children to some songs such as "We love Maths", "Days of the week" and "What's the weather." Each day we will be recapping basic concepts such as counting forwards and backwards and naming shapes.

During our maths lessons we will be learning to count verbally to 10, hold up the correct amount of fingers when a number is called out and subitise numbers (know how many there are without counting). We will also be learning to count objects accurately as well as comparing sets of objects, saying when there is more than or fewer than.



How to help:

- Practise counting forwards and backwards to 5.
- Practise holding up the correct number of fingers when a number is called out.
- Count objects accurately, knowing that the last number is the total amount.

How to help at home

At first the children will bring home picture books. Listen to your child retell the stories from the pictures. As the children learn their sounds and begin to blend them together to read words, they will bring home books with words to practice. Practise reading at least 5 times a week at home.

Practise the speedy sounds of the week. The sooner the children can read these at speed the sooner they will learn to read. Watch the RWI Virtual Classroom videos of the sounds we have been learning.

Upcoming Events

Reception Curriculum Meeting: Tuesday 9th September 9.10am or 2.30pm

Phonics Meeting: Tuesday 30th September 9am

Handwriting Workshop: Thursday 23rd October 9am and 2.30pm

Outdoor Learning:

Week Beginning: 22nd September 2025

Week Beginning: 13th October 2025

Reminders

All children should come dressed in their PE kit on their PE day. Earrings should be removed on PE days.

Write a note in your child's home school book when you have read with your child.

The Reception Day

Reception Timetable

8.30 – 8.45am: Funky Fingers Activities Autumn Term
Early Morning Work from Spring Term

8.45 – 9.10am: Talk Through Stories/NELI

9.15 – 10.00am: RWInc

10.00 – 10.20am: Theme Carpet Session

10.20 – 11.55am: Continuous Provision (Garden Open)

12.00 – 12.25pm: Maths Meeting and Maths Carpet Session

12.30 – 1.25: LUNCH

1.30 – 1.50pm: Handwriting

1.50 – 3.00: Continuous Provision (Garden Open)

3.00 – 3.15: Story and Singing

3.15: Home Time

Weekly theme carpet sessions

- Theme story book and drawing
- PE
- PSHE
- RE
- Writing

Outdoor Learning one day
every three weeks

Continuous Provision

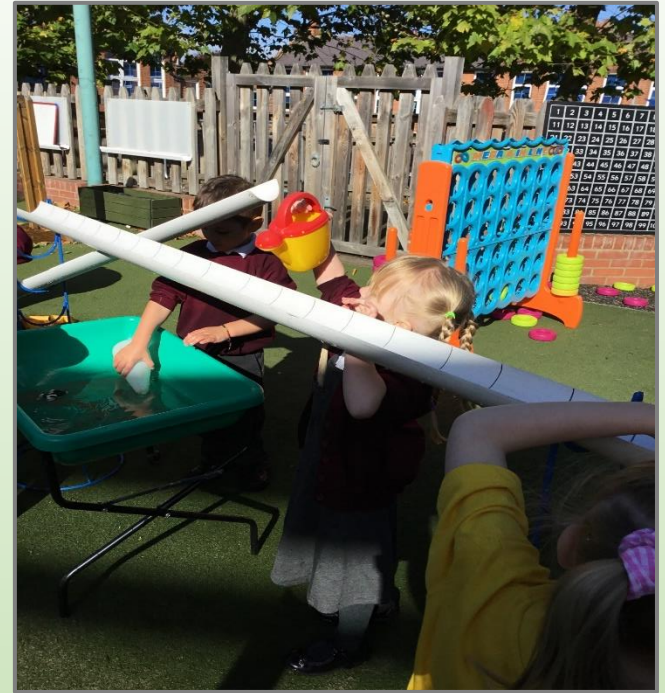
Activities planned and set up.

Children choose activities. Free flow between classroom and garden.

At times children may be guided towards a certain activity.

As the year progresses, certain activities will have to be completed before choosing time.

During this time the adults work with the children in small groups or on a 1:1 basis.



Outdoor learning

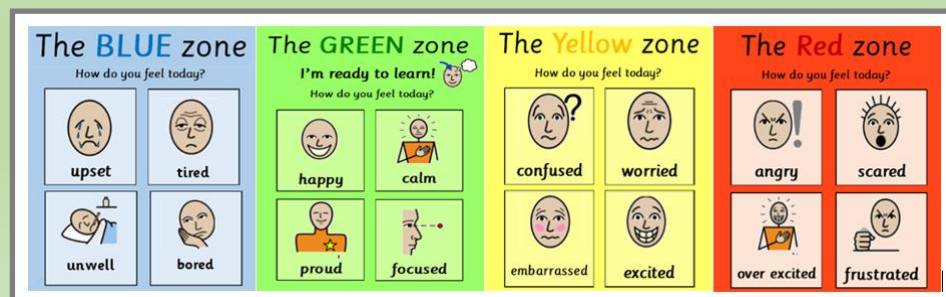
- Every three weeks
- Old, weather appropriate clothing.



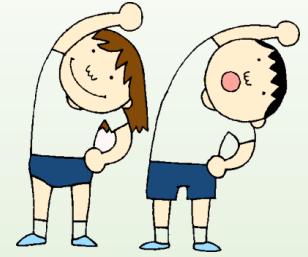
Personal, Social and Emotional Development



- Prime area of the curriculum
- Early Learning Goals:
 - Building relationships
 - Managing self
 - Self-regulation
- Throughout the day
- Weekly discrete PSHE lesson



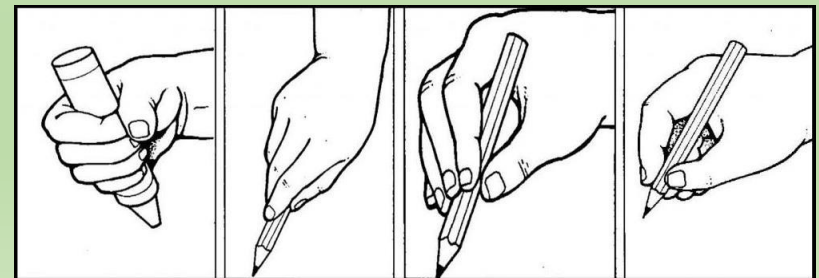
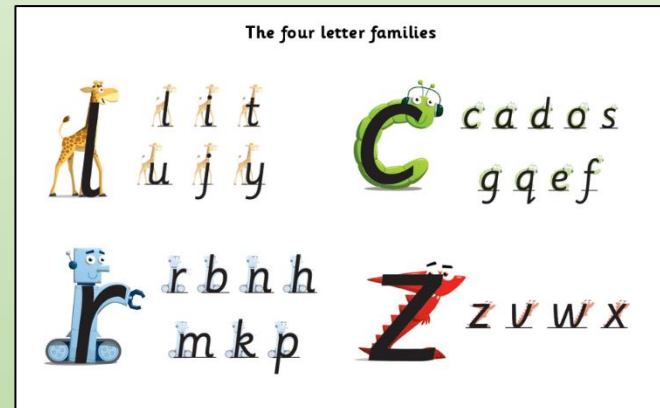
Physical Development



- Prime area of learning
- Early Learning Goals:
 - Fine motor skills
 - Gross motor skills
- Developing foundational skills crucial to ensuring future success in handwriting and writing.
- Funky Fingers sessions every morning Autumn 1
- Planned adult-led activities
- Gross and fine motor activities and resources available throughout the day
- Weekly PE lesson.

Handwriting

- Daily handwriting lesson.
- P Checks
- Efficient pencil grip
- Letter formation taught in letter families. RWI rhymes used to teach the correct strokes.



Communication and Language: Oracy



Early Learning Goals

- Listening, Attention and Understanding
 - Speaking
-
- Oracy is ability to articulate ideas, develop understanding and engage with others through spoken language.
 - Oracy is learning to talk and learning through talk.
 - Listening and attention impact on communication and academic success.
 - Good listening is taught, modelled and reinforced.
 - Talk routines used daily using our talk guidelines.

All children are encouraged:

- Speak in full sentences in all lessons
- Use stem sentences to support their sentence structure
- Use subject specific vocabulary

Hamstel's Talk Guidelines

Learning Partners



Show we are listening:

Knees to knees



Eyes to eyes



Listening ears



Thinking Time



Take Turns:

Partner 1/ Partner 2

Wait for your partner to finish



NELI Whole class

- NELI is an oral language enrichment and intervention programme.
- LanguageScreen is used to assess the language skills of all children.
- All children will take part in a whole class carpet session three times a week.
- Sessions include evidence-based activities to provide language enrichment to the whole class. All children learn new vocabulary and narrative skills to enhance their communication and language.
- LanguageScreen is used to accurately identify children who need additional targeted support from small groups and individual sessions.



Literacy: Word Reading

- RWI phonics
- Start whole class learning single sounds
- Regularly assessed and organised into groups
- Reading books sent home matched to RWI group



Literacy: Comprehension

Comprehension skills are taught every day in Reception through:

- Our key text for the week
- Daily story times
- Talk through stories and NELI sessions
- Role play
- Questioning
- Following instructions

Literacy: Writing

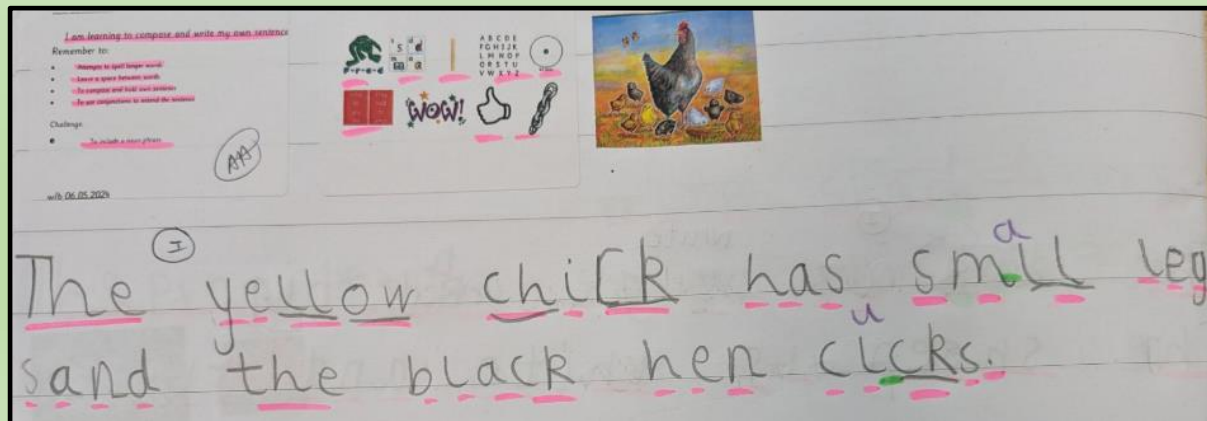


At the beginning of Reception, we focus on the foundational skills needed for writing:

- Gross and fine motor skills
- Handwriting development
- Oracy: Speech and language development

Writing opportunities in the classroom and the learning garden.

Weekly formal writing lesson.



Maths



Early Learning Goals:

- Number
- Numerical Pattern

We also teach shape, space and measure

- Daily maths meeting – consolidate key learning.
- Formal maths lesson follow NCETM Maths Mastery programme.
- Weekly shape, space and measure lesson.



Maths Home Learning

My Teddy Bear Challenge



Name: _____

My teacher will highlight each objective as I meet them.

My teacher will tick each part of my teddy as I complete the objectives.

When I finish the challenges I will receive a special certificate for being whizzy at my number work!

Nose: I can say the number names to 10 in order and count 10 objects.

Ear 1: I know how many objects are in a group just by looking, to 3 and then to 5 (subitise).

Hand: I can say the number names to 20 in order.

Ear 2: I can recognise numbers 0-10 and order the numbers 0-10.

Head: I can say one more or one less for the numbers 0-10.

Tummy: I can match the numbers 0-10 to their quantities.

Leg 1: I can compare quantities up to 5 and then 10 recognising which is greater than, less than or the same as (equal to)

Leg 2: I can double the numbers 1-5

Arm: I can share quantities into even groups (6 shared between 2)

Foot 1: I can say the number names beyond 20.

Foot 2: I can recall number bonds 0-5 (including some subtraction fact) and then 0-10.

Bow: I can recognise odd and even numbers.

Tapestry

- Each child will have their own Tapestry account.
- We will record some of your child's learning at school.
- Please add home learning to Tapestry.



Home Learning in Reception



- **Library Book** – each week your child will bring home a sharing book.
- **Reading Book** – RWI book bag book and RWI storybook as they move into RWI groups. Picture book to start with.
- **RWInc** – speedy sounds books.
- **RWInc Virtual Classroom** – QR codes to access the Ruth Miskin Virtual Classroom videos - short teaching video for your child to watch and join in with.
- **Teddy Bear Challenge** – maths objectives covered over the year.
- **Red Words** – words that cannot be sounded out.

Each child will have a Home School Book for you to make a note when you have read a home or any other comments you may want add about your child's learning.

Communication



- Arbor for key updates and year group letters
- Weekly whole school newsletters
- Half termly Curriculum Overviews
- Open Door every Friday where you can pop in and look at a piece of work your child has completed that week
- Timetables, these will be displayed in classroom windows for PE and Outdoor Learning
- Notices of any changes in the classroom windows
- Facebook
- Home School Book to record each time we read with your child
- Tapestry
- Parent workshops and events

Enrichment Events – Autumn 2025

DATE	EVENT	DESCRIPTION
Tuesday 9th September 9.05am <u>or</u> 2.30pm	Curriculum Meeting Parents/carers invited	An information meeting for parents about the <u>Reception</u> curriculum, what a day looks like in Reception and expectations in the Reception year.
Tuesday 30th September 9am	Phonics Workshop and watch a lesson Parents/carers invited	Find out how we teach phonics in Reception and watch a phonics lesson.
Thursday 23rd October 9am: Kingfisher and Owl 2.30pm: Woodpecker and Peacock	Handwriting Workshop Parents/carers invited	Find out how we teach and support Reception children with their handwriting. Spend time with your child, completing handwriting activities.
HALF TERM		
Monday 10th November	Odd Socks Day	Celebrate individuality and what makes us unique by wearing odd socks to school to mark the start of Anti-Bullying Week.
Wednesday 12th November 9am	Watch a handwriting lesson Parents/carers invited	Come and watch a handwriting lesson in your child's class.
Monday 24th November	Walk to the post box	Each Reception class will walk to the local post box to post their letter to Father Christmas. Parent volunteers will be needed for each class. Stamp and envelope required
Wednesday 26th November 3pm – 4.30pm	Christmas Fair	All parents and children are welcome to our yearly Christmas Fair.
Tuesday 9th December 9am: Peacock and Owl Wednesday 10th December 9am: Kingfisher and Woodpecker	Reception Nativity Performance Parents/carers invited	Reception Nativity performance to grown-ups.
Thursday 11th December	Christmas Jumper Day	Come to school wearing your favourite Christmas jumper.

A few reminders

- Book bags everyday please!
- PE kits worn on PE days.
- Every third week will be outdoor learning.
- Wellington boots in school.
- Teach your child to put their coat on.
- No toys please.

**PLEASE NAME
EVERYTHING**

Behaviour Routines and Expectations

Good behaviour leads to happy children, which in turns leads to high achievement. We expect all members of our school community to be **polite** and **respectful**.

We aim for well organised classrooms, positive relationships with children, fairness and consistency to ensure that our children understand the consequences should their behaviour not meet our high expectations.

Our School Values

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Working together



Enthusiasm and determination



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Respect



Effort and resilience



Our Reward System:

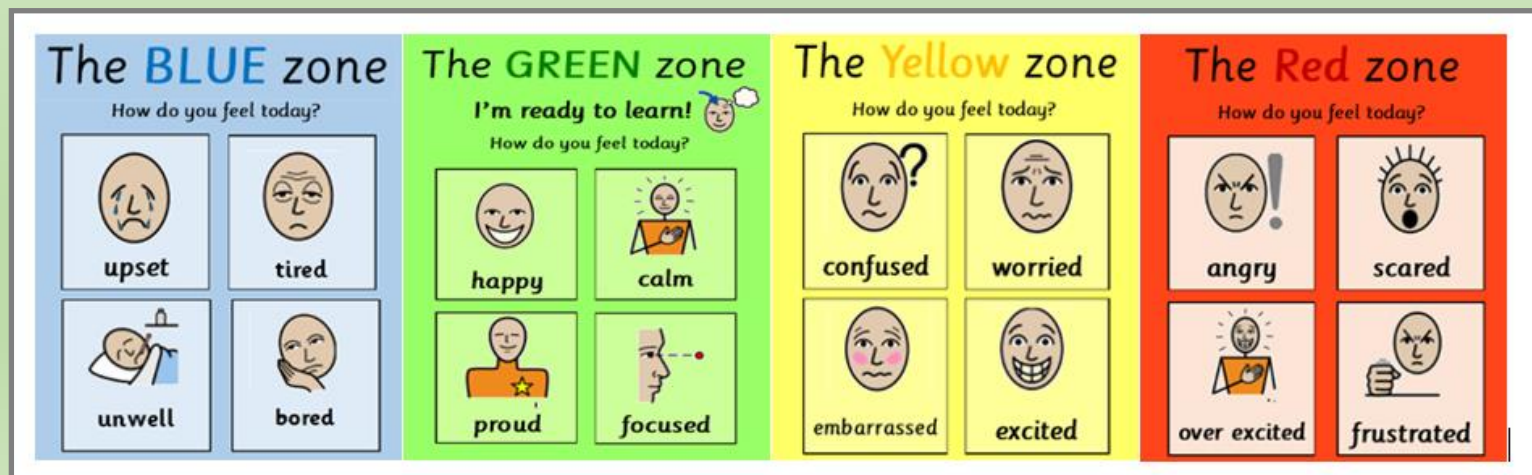
- We use the ClassDojo platform
- Certificates are given weekly linked to our values
- Going for Gold Awards are given by the Principal for achieving 20 Dojo's in a week
- WOW moments are achievements recognised both inside the classroom and outside
- Each class has a class mascot, children are encouraged to share their news on Tapestry.

Behaviour Routines and Expectations

Positive Attitudes and The Zones of Regulation

We recognise that for our young children, feelings are complicated. To make it easier to talk about, think about, and regulate their emotions, we use The Zones of Regulation to help children organise their feelings, states of alertness, and energy levels.

Children are encouraged and promoted to place their lolly stick in the zone that they are feeling. If a child places the stick in blue, yellow or red zone, talk to them to find out why and suggest some of the strategies to support them returning to green zone.



Attendance Matters

100% Attendance	0 Weeks of learning missed
95% Attendance	1 Week, 4 Days of learning missed
90% Attendance	3 Weeks, 4 Days of learning missed
85% Attendance	5 Weeks, 3 Days of learning missed
80% Attendance	7 Weeks, 3 Days of learning missed
75% Attendance	9 Weeks, 1 Day of learning missed





Please do feel free to ask any questions.

Thank you for coming.