Reception Parents/Carers Workshop

How to support your child for the first half of the academic year

Independence:

- **Dress independently**- coats, shoes, jumpers, zips, buttons
- **Manage mealtimes**- pour their own drink, use a knife, fork and spoon, open own snack boxes and water bottles, peel own fruit
- **Self-care**- toileting, washing and drying hands, manage own clothing
- **Take responsibility**- put own belongings away, tidy up after themselves, help with simple jobs at home

Give them time to practise

Resilience:

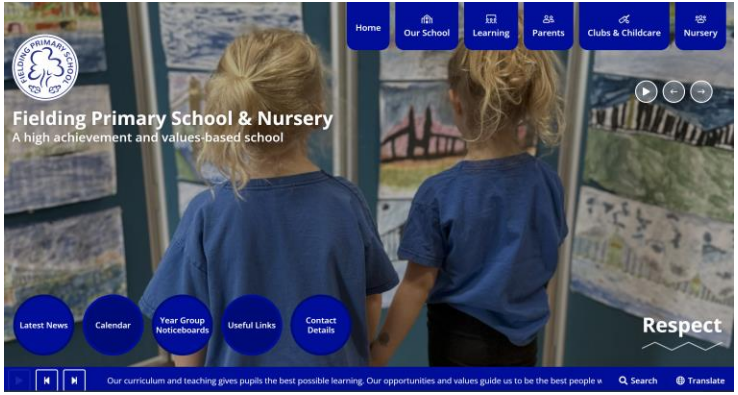
- **Resilience is already there**- choose to use it
- **'We always have a go'**- let them try before helping
- **Praise the effort**, not just the success
- **Marvellous mistakes**- learning in the moment
- **Encourage problem solving-***'Have another try.' 'What could you do next?'*
- **The power of 'yet'**

Every time you allow your child to try something for themselves, you are helping them develop **independence, confidence and resilience-** key foundations for learning

Importance of Speaking and Listening

- **Say it - read it - write it**
- **Forward and backward** conversations
- **Speak in sentences** when appropriate
- **Get their attention** before speaking
- **Play listening games**- *'I hear with my little ear…', count the sounds, 'Simple Simon'*
- Encourage speaking clearly- model back

A day in the life of a Reception child.



Twinkle, twinkle little star, how I wonder what you are?

Key concepts: Life in space, space travel, life beyond Earth

EYFS skills linked to curriculum subjects

Science:

Communication and language:
- Understand 'WHY' question.
- Learn new vocabulary.
- *Ask questions to find out more and to check what has been said to them*

Understanding the world:
- Talk about what they see, using wide vocabulary.
- Recognise some environments are different to the ones they live in.

History:

Understanding the world: Past and Present
- Talk about the lives of people around them and their roles in society.
- Compare and contrast figures from the past

Geography:

Understanding the world: People and Communities
- Describe their immediate environment, using knowledge from observations, discussions, stories, nonfiction texts and maps.

Key Vocabulary:

Star
Constellations
Sun
Galaxy
Milky Way
Rocket
Gravity
Astronaut
Planet
Jupiter, Venus, Mercury, Uranus, Mars, Earth, Saturn, Neptune



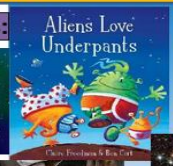
Must Know Knowledge:
- Names of planets and constellations
- The name of the first person who walked on the moon and how he got there.
- Further significant people linked to space exploration.
- How life on Earth is different to life on other planets

Key People:
- Vincent Van Gogh – Starry Night
- Neil Armstrong was an American astronaut who was the first person to walk on the moon in 1969.
- Katherine Johnson – Nasa Mathematician

Quote:
'That's one small step for a man, one giant leap for mankind.'

Core texts:



















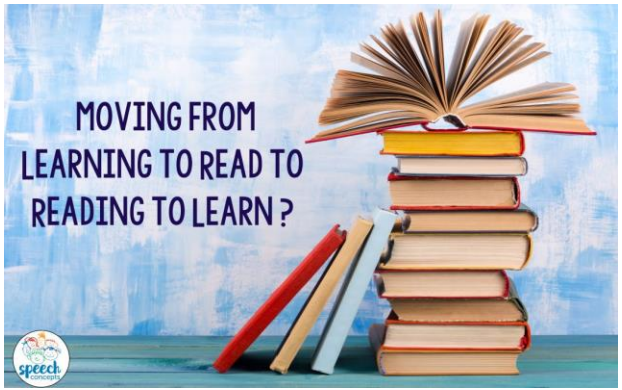
Reception Timetable

	8.45 -9.00	Session 1 9.00-9.40	9.40-9.50am	Session 2 9.50 –10.35	10.35-10.45	10.45 – 11.10	11.10 – 11.25	11.25-12.00	12.00 1.00	Session 3 1.00 – 1.30	1.30 – 2.35 Outside open 1.25-2.00	2.35 2.45	Session 4 2.45 – 3.10	Session 4 3.10-3.30
Monday	Soft Start Registration	Class recap of rules/routines	Snack	Continuous provision Free flow	Wash hands Mind break	Literacy	Story time	Lunch hall – 11.25 – 11.50 Nursery rhymes in class 11.50-12.00	Lunch time Registration 1pm	Maths	Continuous Provision	Wash hands and snack	FLCC	Phonics (5 mins) End of day routines, story
Tuesday	Soft Start Registration Sabirah observe morning routine for Jace from Geeti	MM 9.00-9.15 Phonics 9.15-9.40	Snack	Continuous provision Free flow RS Forest	Wash hands Mind break	Literacy	Story time			Maths	Continuous Provision RP Forest	Wash hands and snack	RHSE	Phonics (5 mins) End of day routines, story
Wednesday	Soft Start Registration	MM 9.00-9.15 Phonics 9.15-9.40	Snack	Continuous Provision Free flow	Wash hands Mind break	Literacy	Story time			Maths	Continuous provision	Wash hands and snack	RE/Computing	Phonics (5 mins) End of day routines. story
Thursday	Soft Start Registration	MM 9.00-9.15 Phonics 9.15-9.40	Snack	Continuous Provision Free flow	Wash hands Mind break	Literacy	Story time			PPA French, Music, PE				
Friday	Soft Start Registration	MM 9.00-9.15 Phonics 9.15-9.40	Snack	Continuous provision Free flow	Wash hands Mind break	Literacy	Story time			Maths	Continuous Provision RF Forest RH Forest	Wash hands and snack	Inner Curriculum	Phonics (5 mins) End of day routines Story

Early Reading

“There is more to reading than phonics - but there is also a weight of evidence that systematic synthetic phonics, taught in the first years of a child’s education, gives children key building blocks they need to understand words, underpins children’s attainment of a good standard of reading and can inspire a lifetime love of reading.”

Read Write Inc. Phonics



Simple Speed Sounds

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng nk

Consonants: bouncy

b	c k	d	g	h	j	p	qu	t	w	x	y	ch

Vowels: bouncy *Vowels: stretchy*

a	e	i	o	u	ay	ee	igh	ow

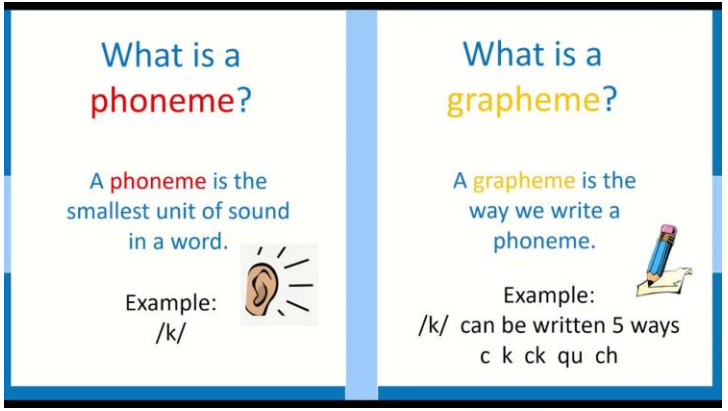
Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy



How to pronounce the sounds

Children start by learning the simple speed sounds first. There is no ‘uh’ sound.

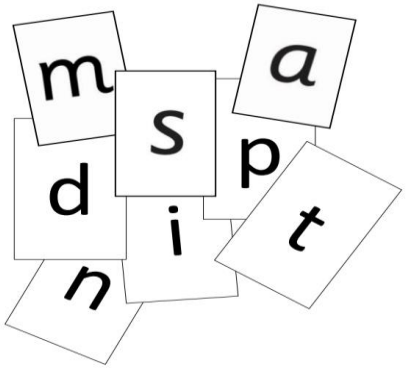


Fred Talk

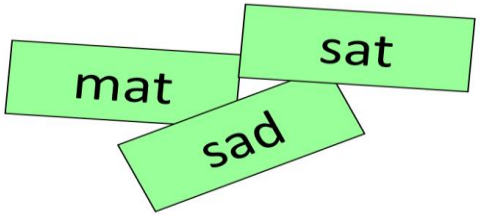


Oral blending – an essential precursor to reading.

Blending using Fred Talk



Children then learn to blend sounds to read and write words.





Decode- fluency- understanding
Repetition is key.

Supporting phonic development at home

Reception Home Learning

This week we focused on these sounds:



u – down and under the umbrella, up to the top and down to the puddle
b– down the laces, over the toe and touch the heel
f – down the stem and draw the leaves
e – slice into the egg, go over the top, then under the egg

Activity ideas for you and your child:

- Say the sound
- Write the letter – say the rhyme and support your child with the correct letter formation
  - → Write on paper or on a whiteboard
  - → Write in sand/ shaving foam/ corn flour
  - → Make the shape out of play dough
  - → Use chalks on the ground or use a paint brush and water
  - → Paint the sound
- Find something beginning with each sound - look around your home or go outside on a letter hun
  - → Make a collection of objects for each sound e.g. u -umbrella, up
  - → Take photos of objects beginning with each sound e.g. b- boot, bus, baby
  - → Cut out pictures of things beginning with each sound e.g. f – flower, fish, fox
  - → Draw things beginning with each sound e.g. e – egg, elephant, eight

→Practise oral blending these words with your child.
→Remind your child to use their Freddie Fingers to sound out the words, we do this in class every day.
→*Extension: Sound out the words and ask your child to write the word.*

b-i-n = bin	f-i-t = fit
b-a-d = bad	f-a-b = fab
b-e-d = bad	h-e-n = hen
p-o-d = pod	m-e-t = met
f-u-n = fun	r-e-d = red
f-a-t = fat	

at	mad
sad	dad
sat	mat

Online resources available

- Ruth Miskin Parents' Page:
- http://www.ruthmiskin.com/en/parents/

- Ruth Miskin Facebook:
- https://www.facebook.com/miskin.education

- Free e-books for home reading:
- http://www.oxfordowl.co.uk/Reading/

What is inside your child's bookbag?



- Sharing/library book
- Read, Write Inc Activity/book(s)
- Phonics home learning
- Reading Record – comment and sign x5
- Reading Record- letter formation, rhymes for each letter, key words, number bonds etc

Read Write Inc Books/Activities



- Phonic activities (first 10 phonemes)
Oral blending

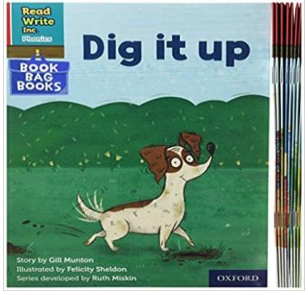


- Sound blending

- My Phonics book

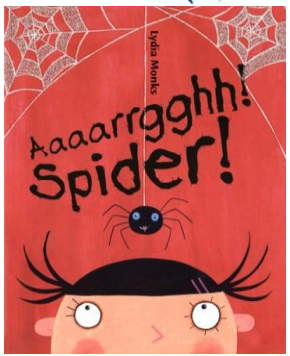
red & green words





The importance of reading to your child

- Engagement, capturing imagination – promoting love of reading
- Pupils acquire knowledge through books - EYFS
- Vocabulary – lonely – sad as not with anyone else
- Vocabulary links to future academic success
- PSED – empathy, exploring emotions
- UTW – caring for animals and living things





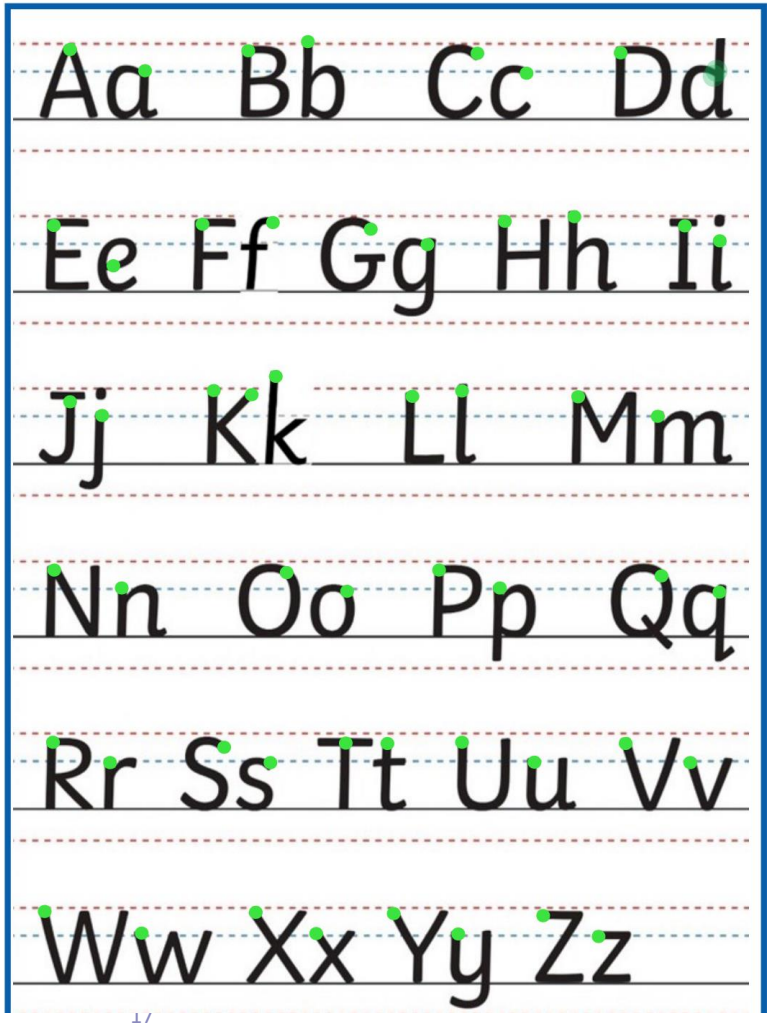
Writing



m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side

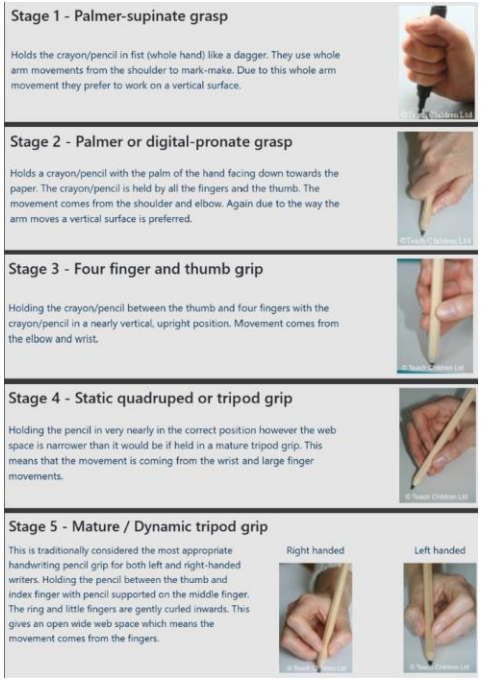
Letter formation

Letter Families:
lit
hbp
rnm
cod
agq
es
uy
vwk
fj
xz



Pencil Grip

Aim for the dynamic tripod grip
Children can move on to next grip approximately each month



Mathematics – Number

At the end of Reception, I will be able to...

Early Learning Goal:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

What are we working towards?

Subitise numbers (up to 5)

Explore the composition of numbers to 10.



Link the number symbol (numeral) with its cardinal number value.

Automatically recall number bonds for numbers 0–10.

Number sense is so important for your young math learners because it promotes confidence and encourages flexible thinking. It allows your children to create a relationship with numbers and be able to talk about math as a language

In Nursery I will have already learnt...

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.
- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with my own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.

Mathematics Number

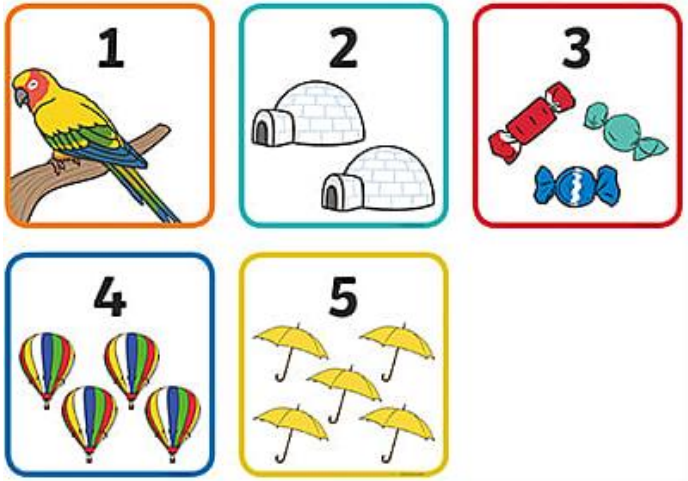
Matching number and quantity



Link the number symbol (numeral) with its cardinal number value.







Follow your child's interests – engagement

Mathematics Number

Subitise numbers

(up to 5)



Subitising is when you are able to look at a group of objects and realise how many there are without counting. This only works with small groups of numbers- up to 5

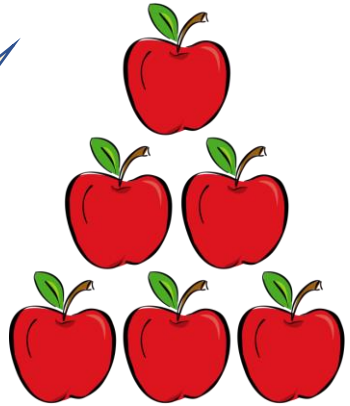




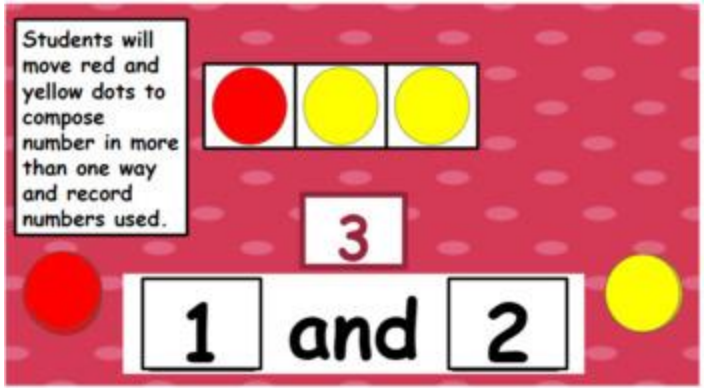
- Roll a dice – say the number
- Draw dots – say the number
- Real items – say the number
- Maths talk – how are the dots laid out? Any patterns?

Mathematics Number

Explore the composition of numbers to 10.



Knowing numbers are made up of two or more other smaller numbers involves 'part–whole' understanding. Learning to 'see' a whole number and its parts at the same time is a key development in children's number understanding.







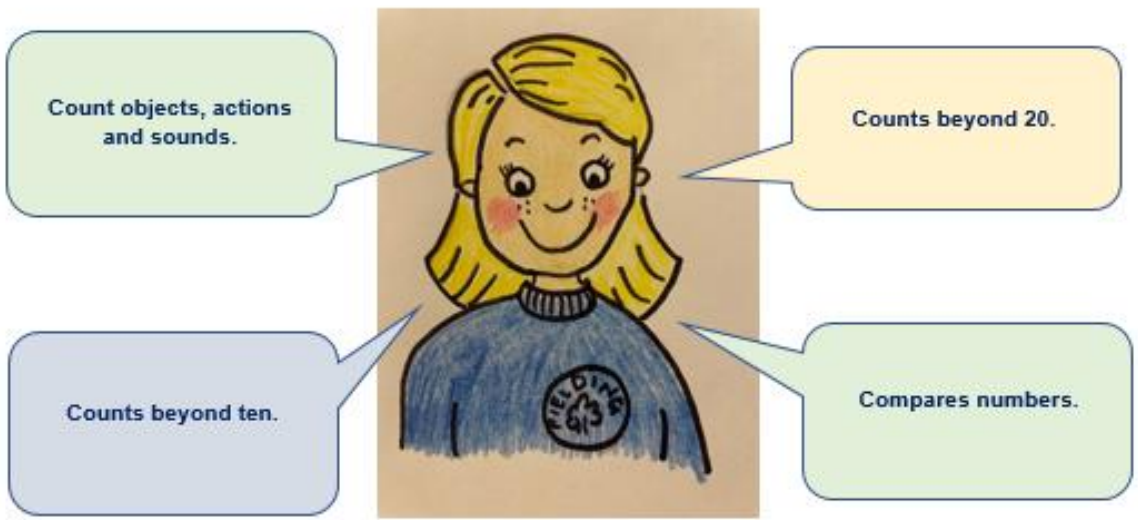


Mathematics – Numerical Patterns

At the end of Reception, I will be able to...

Early Learning Goal:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



What are we working towards?

Patterns are at the heart of maths. The **ability to recognise and create patterns** help us make predictions based on our observations; this is an important skill in math.

In Nursery I will have already learnt…

- Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Recite numbers past 5.
  Counts out 5 objects from a larger group.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Compare quantities using language: 'more than', 'fewer than'.

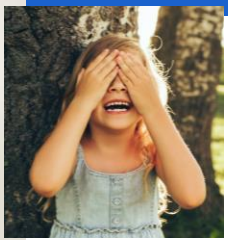
Mathematics Numerical Patterns



Count objects, actions and sounds.









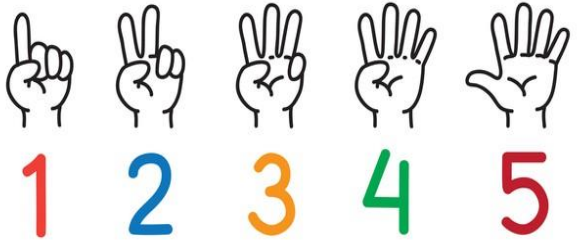
Counts beyond 20.

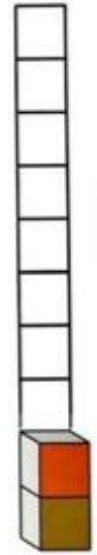
Tips:

Arrange objects in a straight line

Model counting, holding child's finger

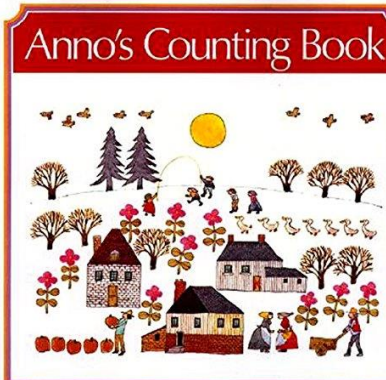
Say numbers out loud







2



Mathematics Numerical Patterns

Compares numbers.



Equal/same as





Less than/ fewer than



More







Mathematics – Shapes, Space & Measure

At the end of Reception, I will be able to...

Early Learning Goal:

(no longer a stand-alone ELG but skills within each band need to be achieved)

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.



Continue, copy and create repeating patterns.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Compare length, weight and capacity.

In Nursery I will have already learnt…

- Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Make comparisons between objects relating to size, length, weight and capacity.
- Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.

Mathematics Shape, Space and Measure

Select, rotate and manipulate shapes in order to develop spatial reasoning skills

Spatial-reasoning skills are crucial for achievement in maths and for higher-order thinking

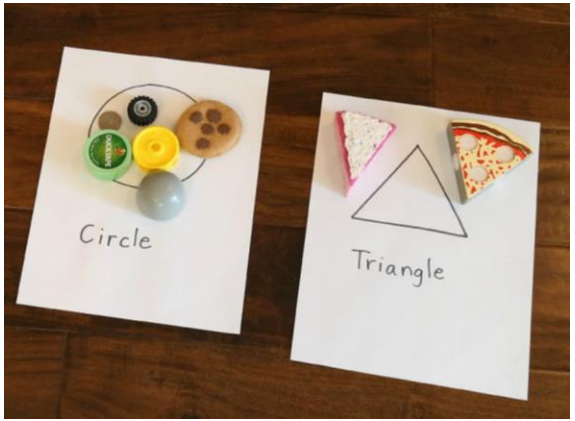


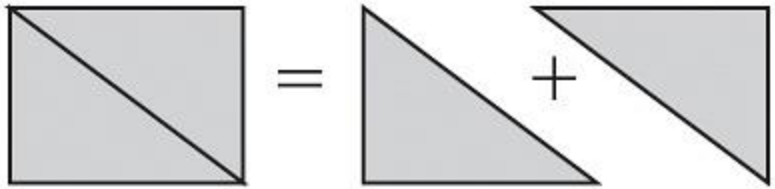




Mathematics Shape, Space and Measure

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.







Mathematics Shape, Space and Measure

Continue, copy and create repeating patterns.



ABB Pattern



ABBC Pattern



AB Pattern

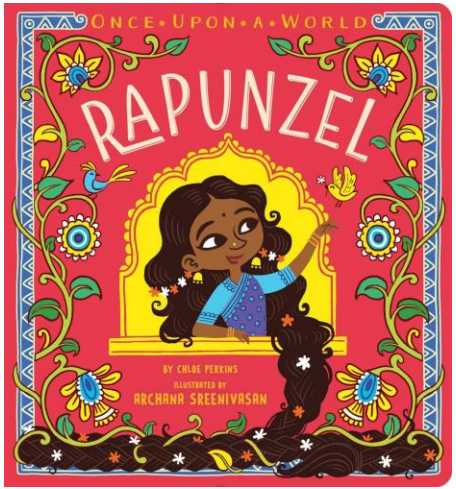


Mathematics Shape, Space and Measure

Compare length, weight and capacity.







Mathematics Shape, Space and Measure

Compare length, weight and capacity.









Weight:
Heavy/heavier than
Light/lighter than
Equal to/same

Mathematics Shape, Space and Measure

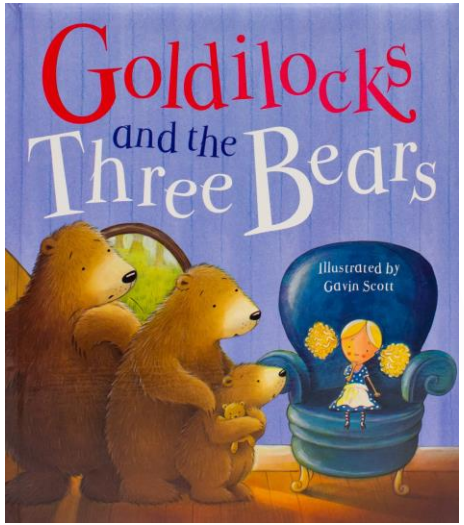
Compare capacity











Capacity:
Full/half full/empty
Greater than
Less than

Maths in the supermarket

Developing language





Can you please pass me four oranges?
What number is on this coin?
What is the price?
Is that item cheaper?
What numbers can you spot?
How many apples do we need?
Can you find the largest cauliflowe
Can you choose five small potatoes
How many items in our basket?
Which is the longest carrot?





Thank you for joining us today