

Reception Curriculum Workshop

Thursday 1st October



EYFS Statutory Framework

The statutory framework sets the standards for learning, development and care for children from birth to five. These include:

Seven areas of learning

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Early Learning Goals

Summarise the *knowledge, skills, and understanding* children should achieve by the *end of the Reception Year*.

Provide a *consistent measure* for the end of EYFS.

Curriculum Priorities at Grange Park

We prioritise **Early Reading, Early Maths and Personal, Social and Emotional Development (PSED)** as the foundations for children's learning. We follow **Read Write Inc. (RWI)** to develop strong phonics and early reading skills, and **White Rose Maths** to build children's understanding, confidence and problem-solving skills in mathematics. **PSED underpins everything we do**, as children need to feel safe, secure, confident and valued before they can fully engage in learning. By developing positive relationships, emotional awareness, resilience and independence, we help children become confident, curious and motivated learners who are ready to thrive across all areas of the curriculum.



Our Environment

Creating spaces that are appealing, continually available and familiar to young children enables deeper learning – as children return to, repeat and extend their ideas over time. This promotes mastery behaviour as children are introduced to and supported with the use of carefully selected high-quality resources. This is our **continuous provision** .

This areas are split between the indoor and outdoor classroom and include:

- Reading corner
- Writing
- Maths
- Dough
- Construction
- Small World
- Workshop
- Water
- Mud Kitchen
- Large construction
- Games

Teaching & Learning

Children learn through a balance of **adult-led and child-initiated learning**. Adults work with children in small groups, providing focused teaching and learning opportunities to respond to individual needs. Our provision then gives children the time, space and resources to **practise, revisit and embed skills over time** through meaningful play and exploration. This repeated practice in meaningful contexts helps children to develop confidence, make connections and transfer their skills into their play and everyday experiences.



Personal, Social and Emotional Development

1. SELF-REGULATION



- Show an understanding of their own feelings and those of others.
- Control immediate impulses.
- Give focused attention.

2. MANAGING SELF



- Be confident to try new activities and show resilience.
- Know right from wrong and try to uphold class rules.
- Manage their own basic hygiene and personal needs.

3. BUILDING RELATIONSHIPS



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

Self Regulation

It is our job to support children in recognising that these are everyday emotions that we all experience and have to learn to manage. Developing these self-regulation skills is not just about managing behaviour — it is an essential part of being able to learn.

The Department for Education's research review *Best Start in Life* highlights that, “as children get better at controlling and directing their cognition, emotions and behaviour, they can get more from teaching and learning activities.”



What does Self - Regulation look like?



regulate strong feelings

Managing emotions with supportive adult scaffolding



be patient for what they want

Waiting turns and delaying gratification in play



plan what to do next

Structuring intentions before initiating activity



bounce back when difficult

Persisting through setback, challenge, or frustration



concentrate their thinking

Maintaining deep engagement and directed focus



monitor & adapt actions

Evaluating progress and adjusting strategies live



Self-regulation may look different for different children and at various stages of development, but a self-regulated child is likely to show degrees of:

Adaptability

Problem Solving

Creativity

Positivity

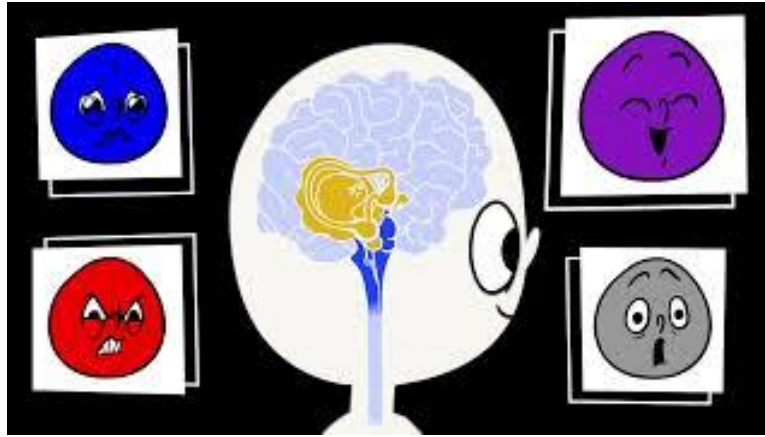
Resilience

Patience

Perseverance

Determination

Self-motivation



For young children, it's very common for the 'lid to flip' even when there is no real danger. Someone knocking over their building, being asked to stop something they love, or losing a game can **feel like a real danger to them** .

It is our job to support them in recognising that these are everyday emotions that we all experience and have to learn to manage.

The Zones of Regulation

We use the Zones of Regulation to give children a simple, shared visual language to identify their feelings without judgment:

- **Blue Zone:** Low energy (tired, sad, unwell, bored).
- **Green Zone:** Calm, happy, focused, and ready to learn.
- **Yellow Zone:** Elevated energy or feelings (frustrated, excited, anxious, wiggly).
- **Red Zone:** Intense, overwhelming feelings (angry, terrified, out of control).

We remind children that **all zones are okay**—there are no "bad" zones, only different states of energy that require different tools.

When I feel....	When I feel....
 sad	 happy
 tired	 focused
 bored	 calm
 sick	 proud
It may look like... crying, feeling sad, moving slowly, hiding away, withdrawn and irritated. Your body may feel lethargic, heavy and slow.	It may look like... feeling relaxed, laughing, enjoying yourself, smiling, feeling focused, ready to learn. Your body may feel relaxed, free and content.
I can...	I can...
 go to the calm space	 practice calming strategies
 ask for help	 help a friend
 stretch or move	 try new things
 go for a walk	 Keep going
 have a drink	 play and learn
 say positive affirmations	 enjoy the moment

When I feel....	When I feel....
 worried	 angry
 frustrated	 terrified
 silly	 panicked
 over excited	 out of control
It may look like... shutting down, avoiding things, pacing around, tapping and wriggling. Your body may feel restless and irritated.	It may look like... shouting, refusing, arguing, stomping, throwing things, feeling overwhelmed. Your body may feel hot and like you want to explode.
I can...	I can...
 take deep breaths	 take a break
 count to 20	 go for a walk
 go to a safe space	 go to a safe space
 play with a fidget	 ask for help
 draw, write or talk about it	 calm breathing
 drink some water	 play with a fidget

Validating Feelings with Scripted Phrases

When a child is overwhelmed, long explanations can be hard to process. Our staff use short, consistent, scripted phrases across the setting. This predictable language helps calm the child's nervous system because they know exactly what to expect.

We always **validate the emotion before addressing the behaviour** :

- *"I understand why that made you cross..."*
- *"I can see how disappointed you are that it's time to stop."*
- *"It's okay to feel angry, but it's not okay to....."*
- *"I'm here to keep you safe while you feel big feelings."*



How to: co-regulate

Co-regulation is the process of helping a child manage their emotions by providing support, modeling regulation strategies, and creating a calm environment. Here are six examples:

01

**Deep Breathing
Together**

02

**Offer a Safe Physical
Presence**

03

Validate Their Feelings

04

**Use a Soothing Tone
and Slow Speech**

05

**Engage in a Sensory
Activity**

06

**Provide Choices to
Regain Control**

How we support the development of self-regulation at school

01 Through the use of co-regulation

02 Following the Jigsaw PSHE curriculum

03 Use of routines and structure to encourage independence

04 Incorporate choices into routines, so that children are asked to be active agents in their learning (e.g. choice of activities & resources)

05 Encourage children to feel comfortable to make mistakes and promote a growth mindset

Why RWI phonics?

- Phonics supports the development of reading, writing and spelling skills
- RWI programme meets the expectations of the National Curriculum
- Daily systematic and structured programme
- Whole class and small group work
- Storybooks align with the sounds learnt in class
- Proven to be successful in early reading

Overview video



What have children been learning so far?

Set 1 sounds

Multi-sensory approach matching handwriting phrases to letter formation

- 1) Say the sound
- 2) See the sound
- 3) Hear the sound
- 4) Write the sound



Maisie, mountain, mountain

Simple Speed Sounds chart

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

The English language is a complex code

ay

play

eight

cake

straight

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					ce		se			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			ch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



Terminology

- **Pure sounds**

Say "mmm", not "muh"

- **Speed sounds**

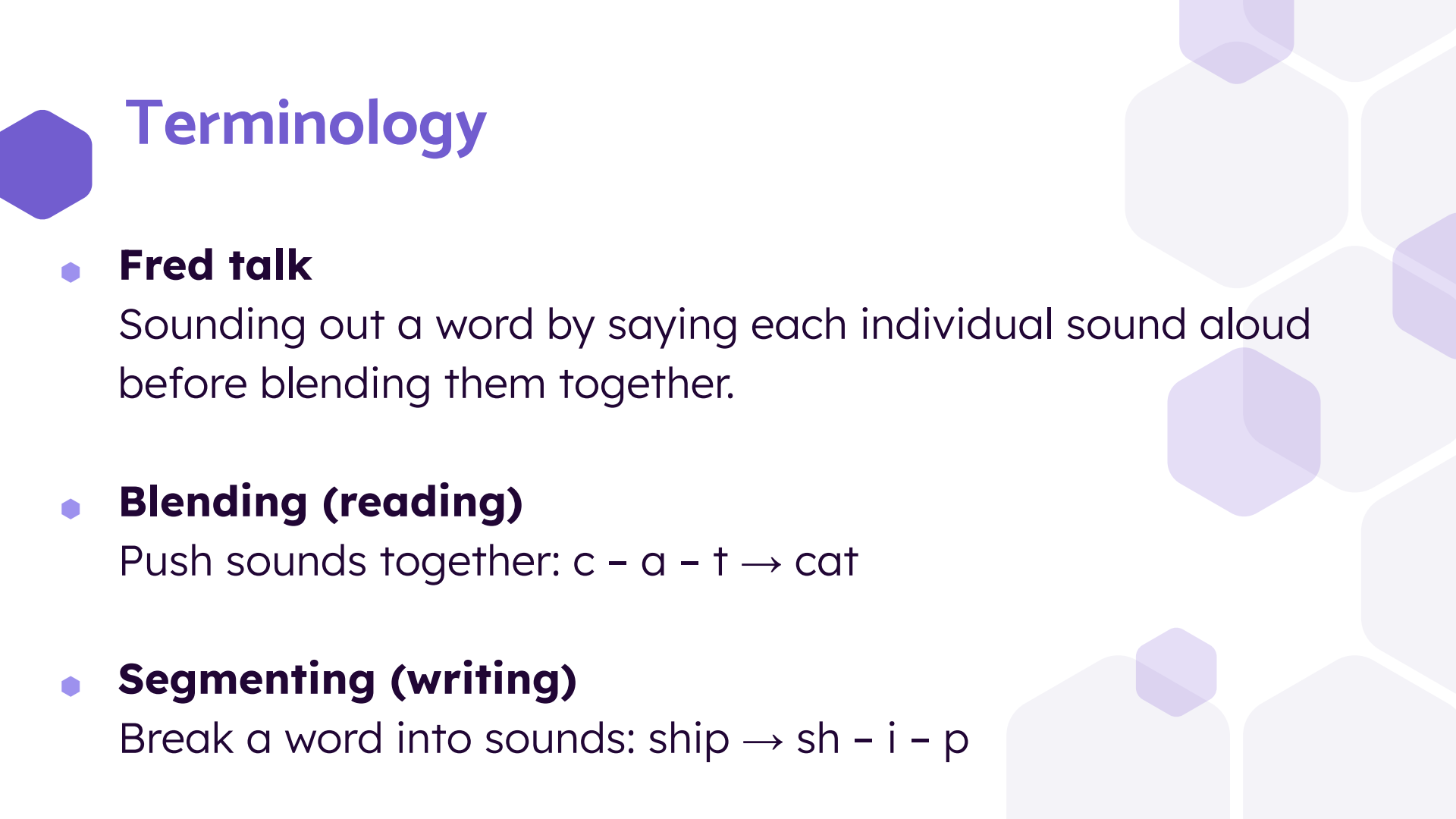
saying the sounds accurately and quickly

- **Bouncy (a, d, t) / stretchy sounds (m, s, f)**

- **Special friends -**

2 or 3 letters making one sound: sh, ee, igh

For pronunciation guides search YouTube for Read Write Inc set 1, and there is plenty of choice.



Terminology

- ◆ **Fred talk**

Sounding out a word by saying each individual sound aloud before blending them together.

- ◆ **Blending (reading)**

Push sounds together: c – a – t → cat

- ◆ **Segmenting (writing)**

Break a word into sounds: ship → sh – i – p

Fred Talk at home

(Remember to use pure sounds!)

- Meet Fred
- Fred can *only* talk in **sounds**
- He says c_a_t. Not cat.
- We call this Fred talk

Talk to your child using Fred Talk:

- What a tidy r-oo-m!
- Where is your c-oa-t?
- Time for b-e-d



Fred games:

- Fred wants you to touch your **h-ea-d**
- Fred wants you to act like a **h-or-se**
- Fred wants you to **h-o-p, r-u-n, s-k-i-p**

Read read read!

Read favourite stories **over** and **over** again

- Read some stories at a **higher level** than they can read themselves e.g. their library book.
- Aim to listen to them reading their RWI books for **5-10 minutes a day.**
- Daily practise improves confidence and skills.
- Ask your child questions about the books they are reading to develop understanding and comprehension.





Daily home reading

Red words sent home for children to practise reading and writing:

put

of

the

no

I



Groupings

- Children will be grouped according to learning needs
- We check progress at the end of each half term
- Daily RWI session will include:

Sound focus

Sounding out/blending games

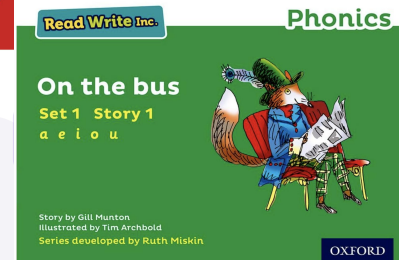
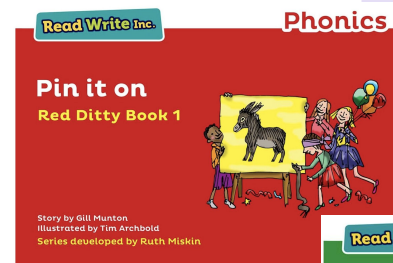
Whole class shared reading

Learning 'red' words

Adult – led paired reading and comprehension

Adult-led writing task, including letter formation

- End of year expectations



Reading in preparation for writing

Handwriting practice using RWI
rhymes

a 	b 	c 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.

Reading in preparation for writing

Ready to Write - with our P's



- Posture



- Pencil grip



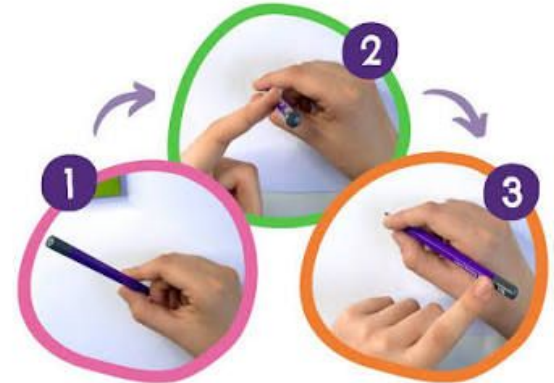
- Position



- Pressure

Pinch & Flip Method

Pick up the pencil by the tip, making sure the pencil is pointing towards them. Then gently flip it over so it rests between their thumb and pointer finger.



Reading in preparation for writing

- Developing fine motor skills – thumb, finger, hand and wrist movements

How can you support the development of the skill at home?



Reading in preparation for writing

Creative way to encourage practising
letter formation and writing.



Useful websites

- ruthmiskin.com – parent videos
 - oxfordowl.co.uk – free eBooks
- youtube.com - search Read, Write, Inc or Simply_Semantics - set 1
- gov.uk – The reading framework



Maths in Reception

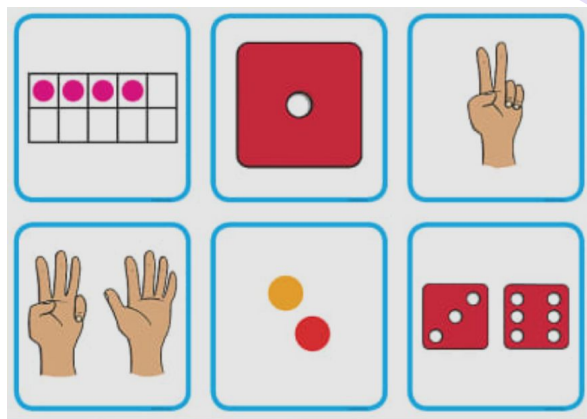
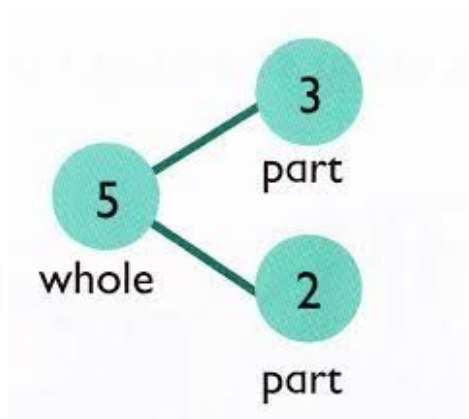
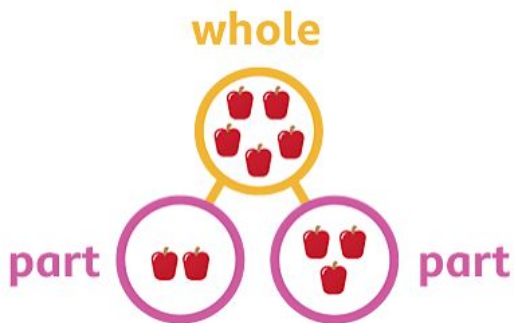
- Early Learning Goals
Where we aim for the children to be at the end of reception
- Maths in Action
Maths in our environment
- Mastery
Developing a deep understanding
- Supporting your child at home
Strategies and activities
- Igniting a love of maths
"Mathematics begins with curiosity." Aristotle

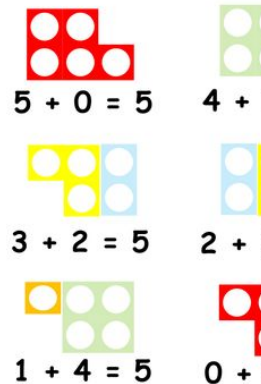
Early Learning Goals

Children at the expected level of development will...

Number

- Understand numbers up to 10, including composition.
- **Subitise** quantities up to 5 without counting.
- Recall number bonds to 5 and some to 10, including doubles and subtraction facts.





Visual representations of number bonds to 5 using dot patterns:

- 5 + 0 = 5
- 4 + 1 = 5
- 3 + 2 = 5
- 2 + 3 = 5
- 1 + 4 = 5
- 0 + 5 = 5

Early Learning Goals

Children at the expected level of development will...

Numerical Patterns

- Verbally count past 20, demonstrating an understanding of the counting system's pattern.
- Compare quantities up to 10 to determine if groups are greater, smaller, or equal.
- Explore number patterns up to 10, including odds, even, doubling, and sharing.



Maths in Action

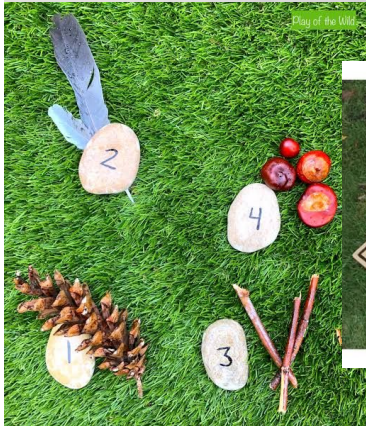
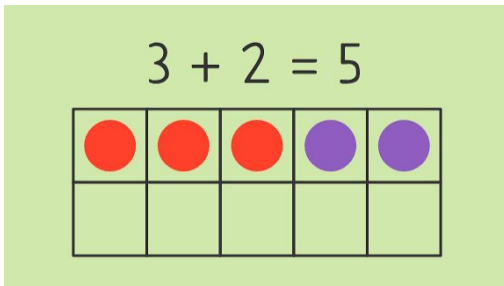
Concrete



Pictorial



Abstract



$$5 + 0 = 5$$

$$4 + 1 = 5$$

$$3 + ? = 5$$

$$? + 3 = 5$$

$$1 + ? = 5$$

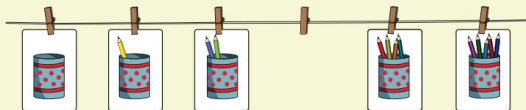
$$0 + 5 = 5$$



Mastery



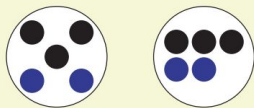
Gather a set of pictures cards numbered 0–5, muddle them up and remove one. Ask children to arrange them on a washing line in order.



Ask children which card is missing and encourage them to use the language of '1 more' to explain how they know.



Show children dot plates with up to five dots in different colour combinations. Ask what number they see and how they see it.



Extend this by laying dot plates on the floor. In pairs, children take turns to find two dot plates with the same composition in different arrangements.

Possible sentence stems

- _____ is 1 more than _____
- 1 more than _____ is _____
- The number that comes after _____ is _____

Possible sentence stems

- The whole is _____
- _____ is a part and _____ is a part (and _____ is a part).
- I see _____ and _____
- There are _____ altogether.
- If _____ is a part, then the other part must be _____

Maths at Home

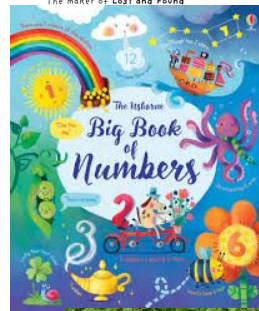
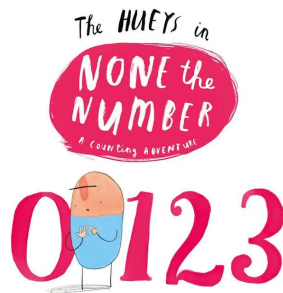
“Mathematics begins with curiosity.”
Aristotle

Use everyday routines

Play maths focused games

Spot numbers in the environment

Foster a positive mindset





Grange Park
Primary School

“Mathematics begins with
curiosity.” Aristotle



Thank you!

Any questions?