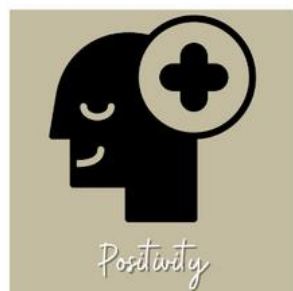


Welcome to Wessex



Reception Curriculum Meeting

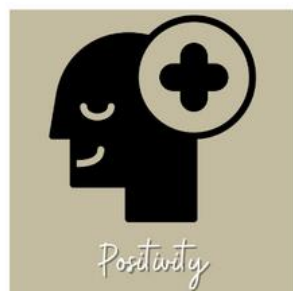
September 2026



Welcome



- Monitoring
- The Early Years Curriculum
- Reading and Writing
- Talk Through Stories
- Maths Mastery
- Continuous Provision
- Timetable
- Behaviours for Learning
- Autumn Term 2026



Monitoring

Baseline assessments are carried out to determine your child's starting point.

Each of the areas has its own set of Early Learning Goals which determine what most children are expected to achieve by the end of Reception.

We discover how best to support your child in their unique learning journey.

Activities planned ensure each child can build on their previous.

At the end of the year, an EYFS Profile is completed for each child. This provides parents and teachers with a record of each child's knowledge, understanding and their readiness for Year 1.



Curriculum

The Early Years Foundation Stage is the education of children from birth to the end of Reception.

It is based on the principle that children learn best through purposeful play and active learning.

Children learn and develop in enabling environments.

Children learn to be independent through building positive relationships with adults and peers.

Every child is unique and learns and develops in different ways and at different rates
- bespoke curriculum for all.



Curriculum

Within the theme of learning and development there are 7 key areas:

Prime Areas

Personal, Social and Emotional Development

Physical Development

Communication and Language

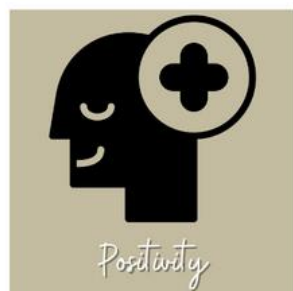
Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



Curriculum

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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

- 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.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- 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.

Numerical Patterns

- 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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

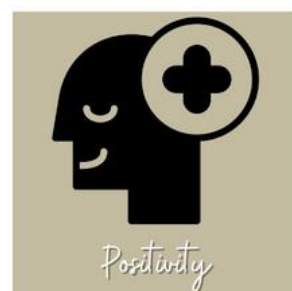
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Reading & Writing

Listening Skills

Language rich environment

Retell stories, nursery rhymes

Provide opportunities to read : baskets in the indoor and outdoor environment including quiet areas

Read Write Inc RWI

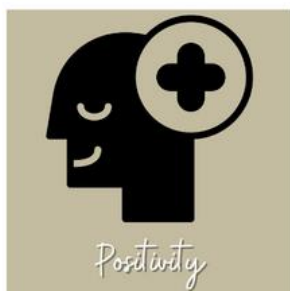
Formal teaching of phonemes (sounds)

Daily phonic lesson followed by small group activity

Daily review of learning

Apply phonics knowledge in reading and writing (Fred Talk and Fred Fingers)

Reading support and library books sent home



Talk Through Stories

Develop oracy and vocabulary skills

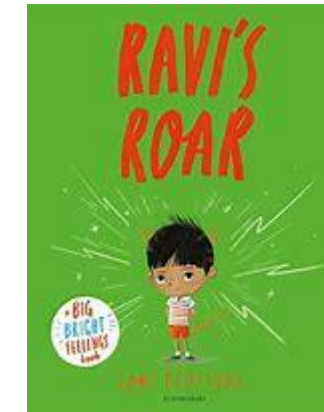
Develop children's understanding of words through context

Gets children talking including use of talk partners

Talk about events before reasoning or emotional response

Children link vocabulary to own experience

Children use new vocabulary in context independently (Y1 onwards)



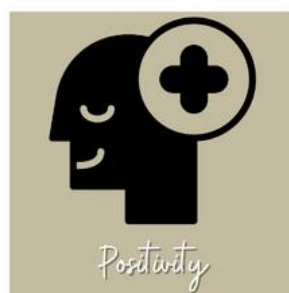
daring



Windows and Mirrors

Books on own experiences and the world around them

Normalise differences, develop empathy and educating children for the world they are living in



Maths Mastery

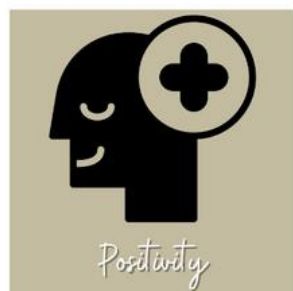
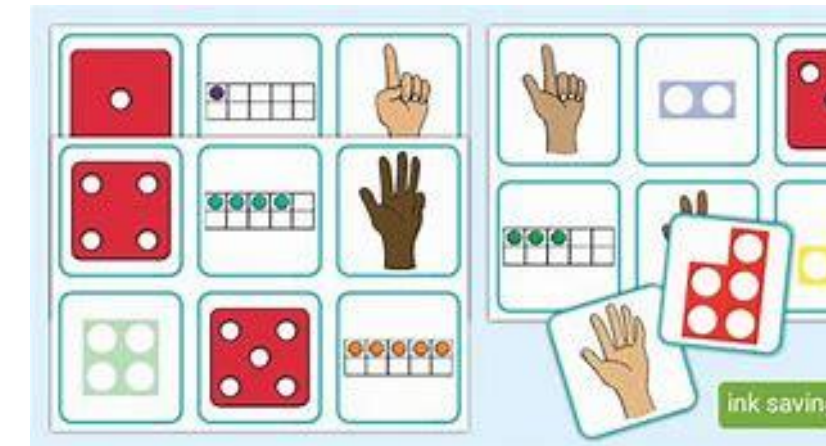
Detailed sequence of content to support progression

Develop a deep understanding of the key ideas that are needed to underpin future learning (Y1 and beyond)

Precise mathematical language enables all pupils to communicate their reasoning and thinking effectively

Misconceptions are identified quickly and gaps in understanding are addressed systematically to prevent them falling behind

Children are confident making links between concepts



Continuous Provision

Communication and language

Listening skills

Sharing & Turn taking
the world

Problem solving

Team- work

Independence

Perseverance

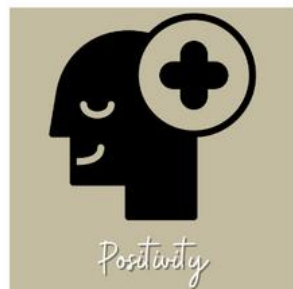
Understanding of

Cross Curricular

Imagination

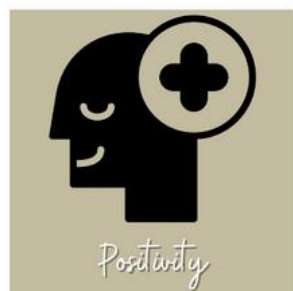


**FUN & ENGAGED
whilst
LEARNING**



Timetable

- Soft Start/Morning Work
- Class phonics (2 groups)
- Phonics and letter formation in small groups
- Continuous Provision
- Snack and Talk Through Stories
- Topic
- Lunch
- Maths Mastery
- Daily Mile
- Continuous Provision/Targeted group work/PE/Outdoor learning
- Vocabulary
- Daily singing and story telling



Behaviours for Learning

- Personal , Social, Emotional Development is a key focus
- Wessex Character Curriculum
- Wessex Values
- Wessex value stickers (T2)
- Behaviours for learning
- Growth Mindset
- Good News certificates
- Golden Head Teacher sticker from Mr Beavan



Home Learning



Phonics speed sound cards

*Screen time

Interactive speed sounds lesson on Seesaw

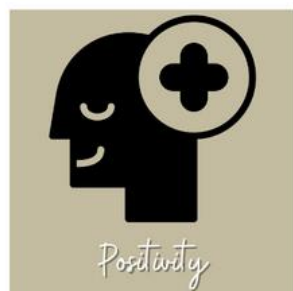
Numbots

Fine motor skills and letter formation activity

Reading book and library book

Activities to enhance learning

Folders sent home on a Friday and returned on a Thursday



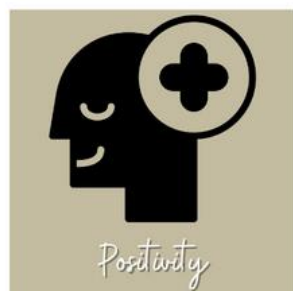
Events



Phonics information session and
stay and play

Nativity

Christmas Play and Stay



Thank you

