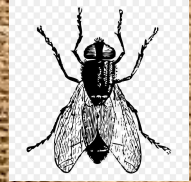


A day in the life of Rainbow Hub

Although, 2 days are
never the same!



If you could be a
fly on the wall,
just for 1 day.....



Our Timetable..

Reception Timetable											
	8.35-9.10	9.10-10.00	10-10.30	10.30-11.00	11.00-11.30	11.30-11.45		1-1.40	1.40-2.40	2.40-3.00	3-3.15
M	Handwriting & Morning Circle	Play	Reading	Play	Phonics	Social Stories/Poems	L U N C H Y I P h o n i c s I n t e r v e n t i o n s	Literacy	Play	Early Years Enquiry	Daily Reflections
T	Handwriting & Morning Circle	Play	Reading	Play	Phonics	Social Stories/Poems		Maths	Forest School	Music	Daily Reflections
W	Handwriting & Morning Circle	Play	Reading	Play	Phonics	Social Stories/Poems		PE/Art	Play	PE/ART	Daily Reflections
Th	Handwriting & Morning Circle	Play	Reading	Play	Phonics	Social Stories/Poems		Maths	Play	Early Years Enquiry	Daily Reflections
F	Handwriting & Morning Circle	Play	Reading	Play	Phonics	Social Stories/Poems		Maths	Play	PSED/Library	Daily Reflections

Learning Through Play



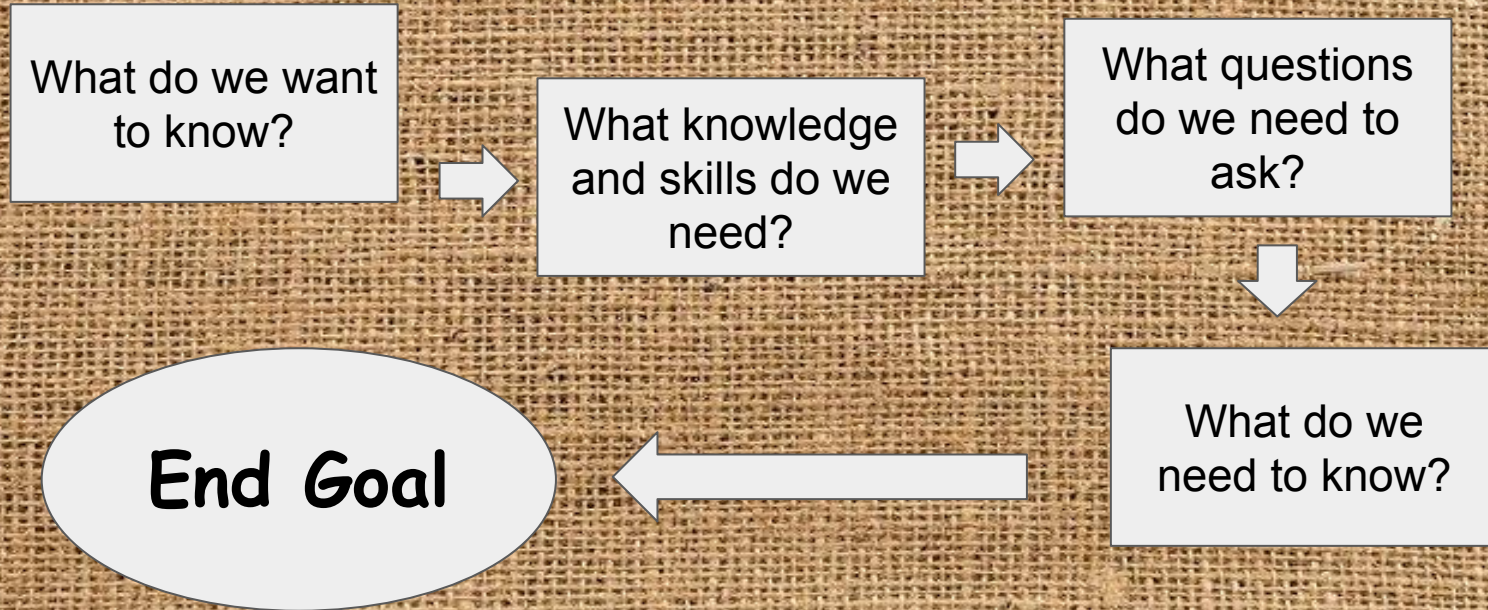
Our Provision



Our expectations



Early Years Enquiry Curriculum



Prime Areas of learning



Prime Areas of learning - The Early Learning Goals

Communication and Language ELGs

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.

Personal, Social and Emotional Development ELGs

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.

Physical Development ELGs

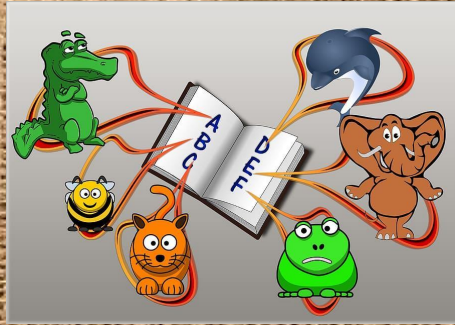
Gross Motor Skills

- 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.

Focus sessions - The specific areas of learning...



The specific areas of learning - Maths

Mathematics ELGs

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.

<https://whiteroseeducation.com/>

The specific areas of learning - Understanding the World & Expressive Arts and Design

Understanding the World ELGs

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.

Expressive Arts and Design ELGs

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.

Literacy in Early Years

Literacy ELGs

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 in Early Years

“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

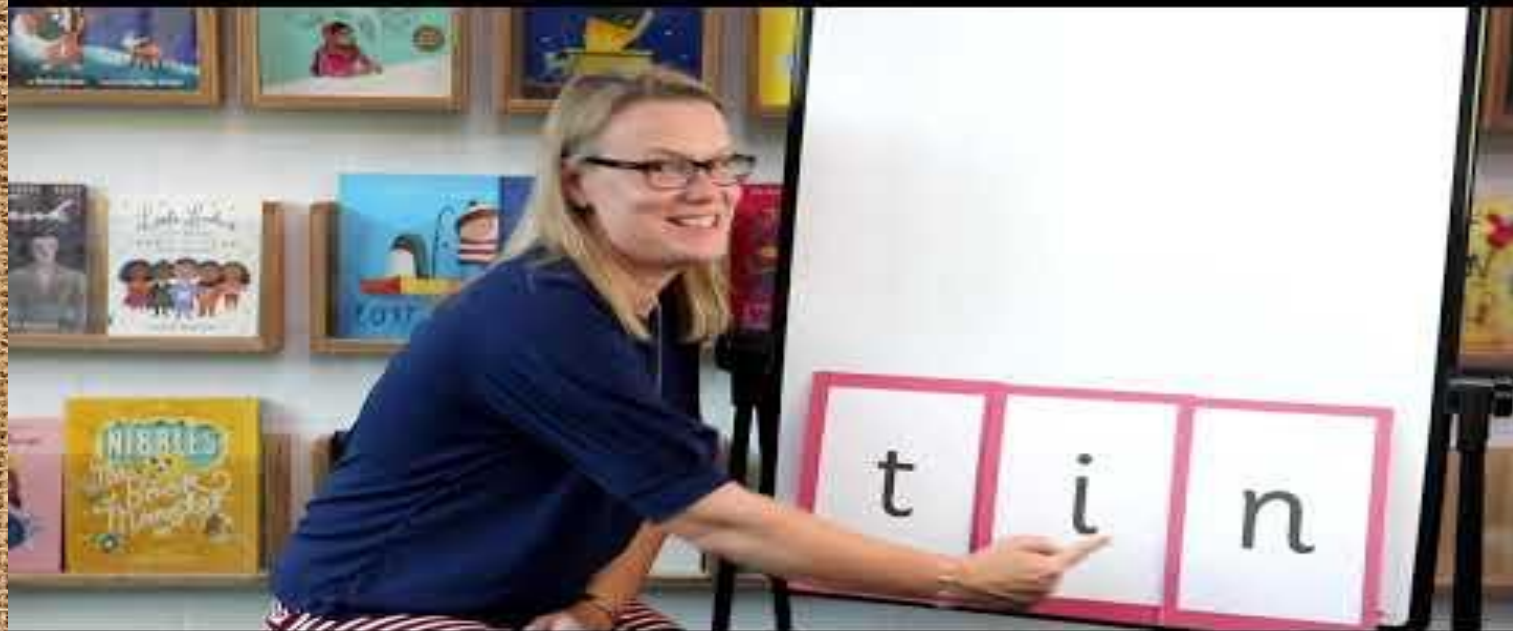
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Phonics Teaching

Phase 2 starts at the beginning of reception focusing on single phonemes; s, a, t, p, i, n etc.

We then build up through phase 3 (digraphs; sh, ch, th etc) and 4 which contains longer words.

In Year 1 we move onto phase 5 which features alternative graphemes and pronunciations eg 'ai, a_e, ay etc'



Phonics at Home

It is really important that you pronounce the sounds correctly at home. These videos are available on the website for you to refer to if you are unsure.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Reading

Because the books we use are part of the Little Wandle program it means the books link directly to the books we choose for the children.

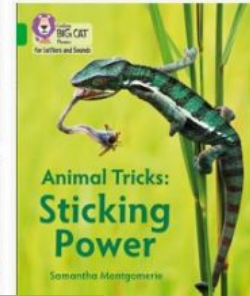
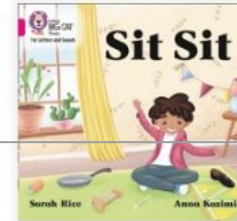
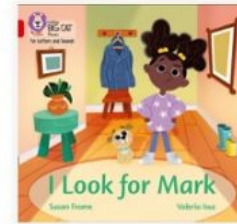
They feature words containing the exact phonemes and **tricky words*** that the children have been taught.

*A tricky word is a word that child can't currently segment and blend to read as they have not yet been taught that pronunciation (was, could, should) c

Reading

Reading practise sessions are:

- Timetabled 5 times a week!
- Taught by a trained teacher/teaching assistant
- Taught in small groups



Day 1	Day 2	Day 3
Decoding (sounding out)	Prosody (reading with expression)	Comprehension

Reading

We use assessment to match your child to the right level book. We assess the children every six weeks to check progress. Any child who needs extra support has daily keep-up sessions planned for them.

Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Too Easy?

The book your child brings home should be at the correct level for them.

This means that your child should:

- Know all the sounds and tricky words in their phonics book well.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this one their own.



Most importantly

Reading a book and chatting had a positive impact a year later on children's ability to....

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills
- The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



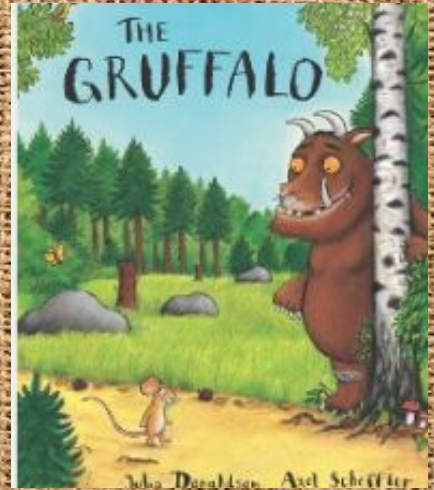
Reading at Home

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Other books that come home

Books for pleasure!
Chosen by your child



Phonics

Phoneme

Oral Blend

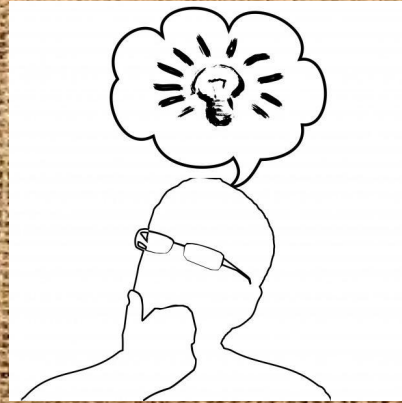
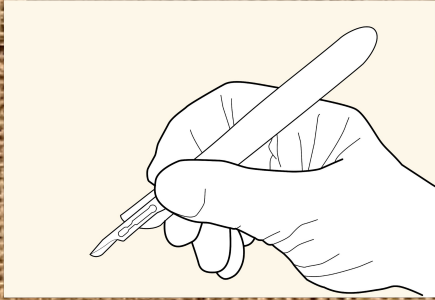
Digraph

Grapheme

Blending

Segmenting

Writing in Early Years



How you can help your child at home



Pupil Premium Funding

- **Universal Credit, provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods (£616.67 per month)**
- **Income Support**
- **Income-based Jobseeker's Allowance**
- **Income-related Employment and Support Allowance**
- **support under part six of the Immigration and Asylum Act 1999**
- **the guarantee element of Pension Credit**
- **Child Tax Credit, provided you are also not entitled to Working Tax Credit and have an annual household gross income that does not exceed £16,190 (as assessed by HMRC)**
- **Working Tax Credit run-on, paid for four weeks after you stop qualifying for Working Tax Credit**
- **The child is looked after, in care or has a parent in the forces**

The End

Any questions?