

Welcome to Reception and the EYFS Curriculum



"love learning"



Website

Wheatfields Infants' and Nursery School

WE ARE A PROUD MEMBER OF AMBITION EDUCATION TRUST

HOME ABOUT US KEY INFORMATION ADMISSIONS LEARNING PARENTS ENRICHMENT NEWS & DATES

love learning

Curriculum

Intent

Wheatfields Infants' and Nursery School is an inclusive school. We offer a broad, creative and engaging curriculum which encourages all pupils to love learning through a thematic cross curricular approach. We deliver a curriculum that provides learning and opportunities for all children to develop their knowledge and skills both academically and to develop the whole child.

Implementation

Our curriculum is planned and sequenced to ensure progression, continuity and opportunities to build an existing understanding which is delivered in a dynamic and innovative way, whilst also addressing delays and gaps in learning, including those arising from the pandemic.

We ensure that the children are taught to become more effective speakers and listeners to ensure that they understand themselves, each other and the world around them.

A safe learning environment encourages the children to participate in all areas of the curriculum, develop their curiosity, creativity, flexibility and to try new things. Our curriculum documents that have been created by our staff team, have been written so that they not only cover the statutory Early Years Foundation stage (Nursery and Reception) but also National Curriculum for Key Stage 1 (Year 1 and in Year 2). We are confident that our internally developed curriculum not only meets the minimum expectations but goes far beyond allowing us to support the differing needs of all our children.

Teachers assess the children regularly to support learners to embed new knowledge and skills and also to inform future teaching.

Learning

Curriculum

Listen to Staff reading for World Book Day

Ore Owl and our Building Learning Powers

Wellbeing

Special Educational Needs and Disability

Online Safety

For detail of what is happening week by week please look at the Reception Weekly Email that will be sent each Friday.

Reception 2026-2027	Autumn Term Overview	Autumn/Pirates/Farm/Gingerbread/Christmas
Personal, Social and Emotional Development -Communicate how they are feeling with words such as 'happy,' 'sad,' 'worried' and the emotional word of the week -Follow at least two simple instructions -Follow classroom rules -Become more confident to talk to and with unfamiliar people -Become more confident in new social situations -Select their own and use resources and activities with adult support if necessary -Asks to use the toilet independently and washes hands with prompting -Plays in a group and can initiate play with others.	Physical Development -Move freely and with pleasure and confidence in a range of ways, such as: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping -Show a preference for a dominant hand -Snip and cut in a straight line with scissors more confidently -Complete more complex threading activities -Accurately copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes -Draw a more detailed person with arms, legs, a head, feet and hands	Understanding of the World -Talk about who is in their family and who is important to them -Talk about their own likes and dislikes -Talk about who they are and where they live -Talk about the things they can see in the natural world
Communication and Language -Listen with interest and recall what they have heard when being read to during small groups -Join in with repeated refrains -Answer questions using sentences of at least 4-5 words -Follow a simple direction/instruction -Use vocabulary that reflects the breadth of their experiences -Uses talk in pretending that objects stand for something else in play e.g. "This box is my castle" -Use sentences of at least five words -Answer simple why questions	Mathematics -Count accurately to 5 -Show the correct number of objects to match a given number up to 5 -Count 11 correspondence up to 5 -Begin to subitize to 3 -Know that numbers identify how many objects are in a set -Compare two groups using language 'more' and 'fewer' -Compare objects by size/shape -Use and understand positional language 'in-front, behind, on, under and in' -Extend and create an ABAAB pattern	Literacy -Listen with interest when being read to during small groups -Re-tell stories and narratives using their own words and new vocabulary during discussions about stories, non-fiction, rhymes and poems -Use new vocabulary with increasing confidence when playing with peers and in role play -Anticipate key events in stories -Recognise own name and other familiar signs such as logos -Group words with the same initial sounds -Recognise rhyming words -Count or clap syllables in a word -Identifies some initial sounds and oral rhyming in games -Show a preference for a dominant hand -Copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes accurately -Write some or all of their name -Write some letters accurately
		Expressive Arts and Design -Experiment with a variety of resources and materials -Remember and sing their favourite nursery rhyme or song
		Influences on Curriculum - Dot day - Talk like a Pirate Day - Farm Visit - Harvest Festival - Bonfire Night - Nativity - 16th Dec - Visit to a local church - Christmas

Meet the team

Pinecones Class:

Class Teacher: Miss Katrina Matthews

Learning Assistant: Mrs Louise Britten



Conkers Class:

Class Teacher: Mrs Liz Pratt

Learning Assistant: Mrs Elaine Bean



HLTAs:

Mrs Sarah Taylor

Mrs Diane Nicholas

Mrs Katie Robins



The Learning Environment

Outdoors



Key Areas:

- Mark making
- Sand/Water
- Creative Construction/Small world
- Book Corner
- Maths
- Roleplay
- Mud kitchen

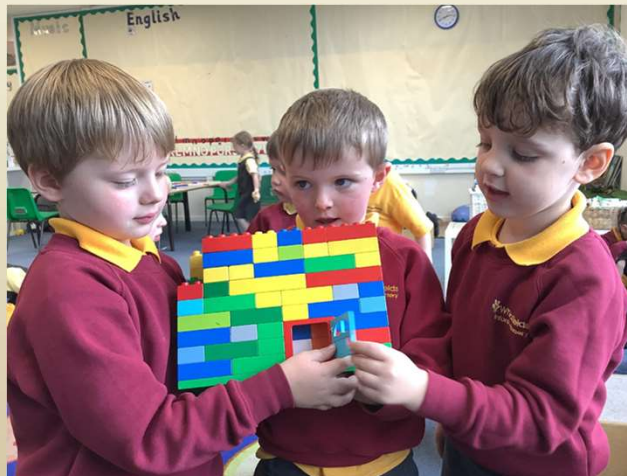


Indoors



Active Learning

- Finding out
- Having a go
- Having your own ideas
- Problem solving
- Thinking skills
- Concentration
- Independence



Exploring Time - the role of the adult

- Co-constructed learning
- Modelling
- Wondering
- Questioning
- Facilitating
- Observing
- Challenging



Our three Guiding Principles



Our Three Guiding Principles

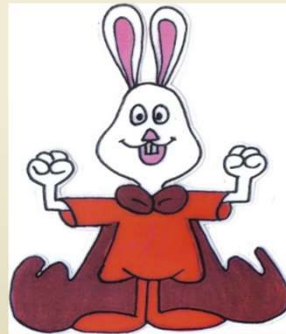
Being
Ready

Being
Respectful



Being
Safe

BLP – Building Learning Powers



Doris Dog – Resourceful – Questioning, Making Links, Imagining, Reasoning, Capitalising
Rufus Rabbit – Reciprocal - Collaboration, Listening and Empathy, Imitation, Independence
Krishna Cat – Reflective – Planning, Revising, Distilling
Tallulah Ted – Resilient – Perseverance, Absorption, Noticing, Managing distractions

EYFS Curriculum

3 Prime Areas

Personal, Social and Emotional Development
Physical Development
Communication and Language

4 Specific Areas

Specific areas include essential skills and knowledge for children:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

PSED

Personal, Social and Emotional Development

Self-regulation

By the end of Reception, the expectation is that the children can:

- 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.
- Follow a series of at least 3 instructions independently. Use the vocabulary that they have been taught during the year independently.

Managing self

By the end of Reception, the expectation is that the children can:

- Show confidence and willingness to try new activities
- Show independence, resilience and perseverance in the face of challenge when playing and learning
- 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

By the end of Reception, the expectation is that the children can:

- 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.

PSED

Personal, Social and Emotional Development

- Introducing new areas
- Circle time
- Jigsaw
- Learning Power Heroes
- House Challenges
- Emotions time
- Mindfulness
- Assemblies
- Sharing learning
- Managing friendships
- Online safety

PD – Physical Development



Gross Motor Skills

By the end of Reception, the expectation is that the children can:

- negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically when running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

By the end of Reception, the expectation is that the children can:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases to form recognisable letters, most of which are correctly formed
- Use a range of small tools, including scissors, paint brushes and cutlery with increasing confidence and accuracy
- Select different drawing materials in order to create different effects
- Begin to show accuracy and care when drawing



Physical Development:

Fine motor and Gross motor

- Fidgety fingers
- Playdough
- Construction
- Gymnastics
- Dance
- Ball skills
- Mindfulness, active songs, dances and stories
- Water area
- Forest School
- Mud area and Sandpit
- PE equipment and Apparatus
- Toileting, Hygiene, dressing/undressing



Communication and Language

Listening, Attention and Understanding

By the end of Reception, the expectation is that the children can:

- 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 over longer, more sustained periods of time

Speaking

By the end of Reception, the expectation is that the children can:

- 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, nonfiction, 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 if necessary

Learning Partners

The children work with different learning partners each week so they have the opportunity to share their thoughts and ideas with a variety of their peers.

Communication and Language:

Listening, attention and understanding

Speaking

- Learning Partners
- Activities that encourage talking and listening – Simon Says
- Stories, books, poems
- Circle time
- Sharing home learning
- Songs
- Turn taking games
- Modelling pronunciation
- Use of new vocabulary



4 Specific Areas



Specific areas include essential skills and knowledge for children to participate successfully in society.

- **Literacy – comprehension, reading and writing**
phonics, reading, writing and listening to, retelling and inventing stories.
- **Mathematics – number and numerical patterns** counting, exploring numbers and numerical patterns, dice games, shapes, colours, practical experiences, weighing, measuring, problem solving, investigating resources eg Numicon, dominoes
- **Understanding the World – past and present; people, cultures and communities; the natural world** talking about own experiences, investigations, exploring ideas, asking and answering questions
- **Expressive Arts and Design – creating with materials; being imaginative and expressive**
imagination skills, drama, role play, small world, music, creative

Literacy Development

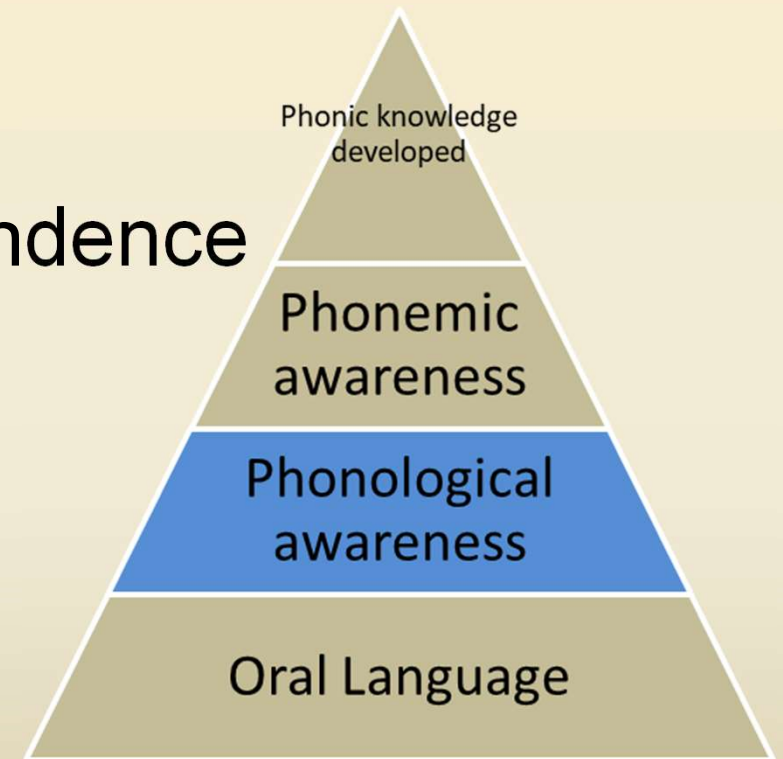
Phonics: Little Wandle

Phonological Awareness from Nursery:
Rhyme, Alliteration, Manipulation

Little Wandle:

- Phoneme/Grapheme correspondence
- Segmenting and blending
- Tricky words

c a t

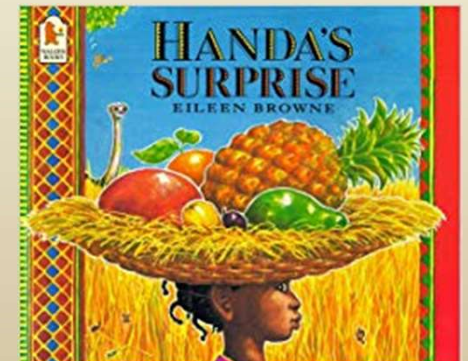
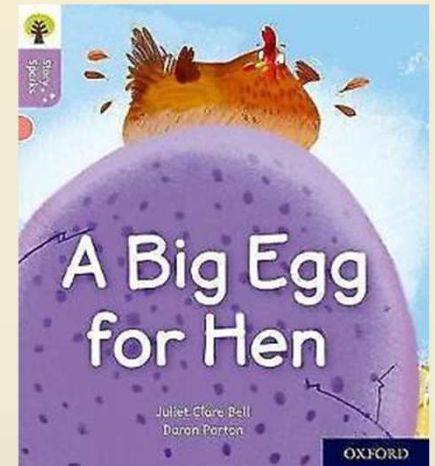
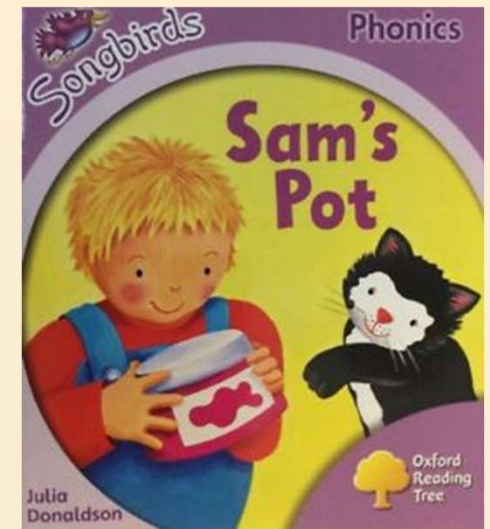


Reading

By the end of Reception, the expectation is that the children can:

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.
- **Comprehension**
Securely demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Securely anticipate – where appropriate – key events in stories
- Securely use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play



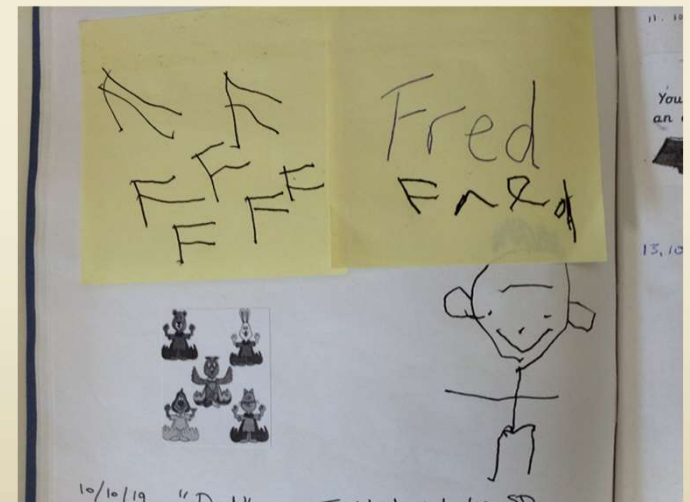
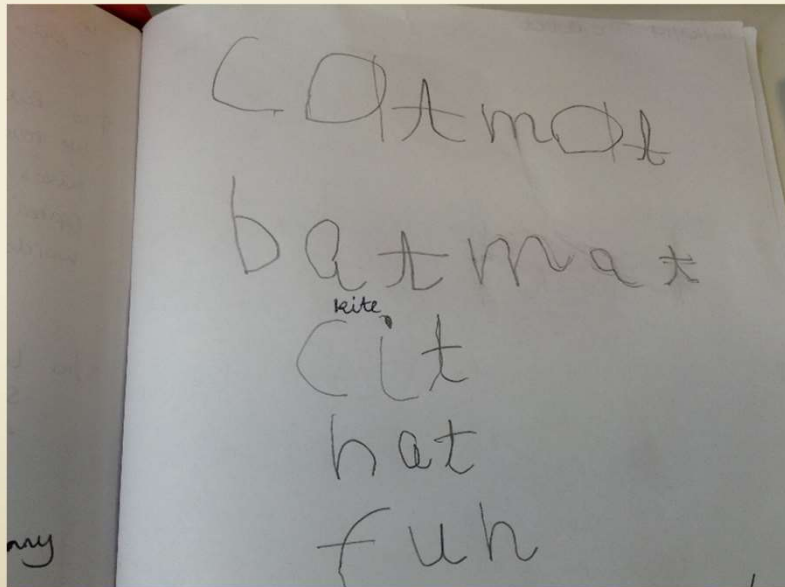
Reading Practice

Little Wandle scheme

- **One book a week**
- **Needed every day in school!**
- Read/looked at in school 3 times per week
- Reading/looking at at home daily
- Child not keen? Some ideas!
 - look at the pictures
 - what do you think will happen
 - spot the grapheme
 - how do you think they feel?
 - find the tricky words

Home Learning Books

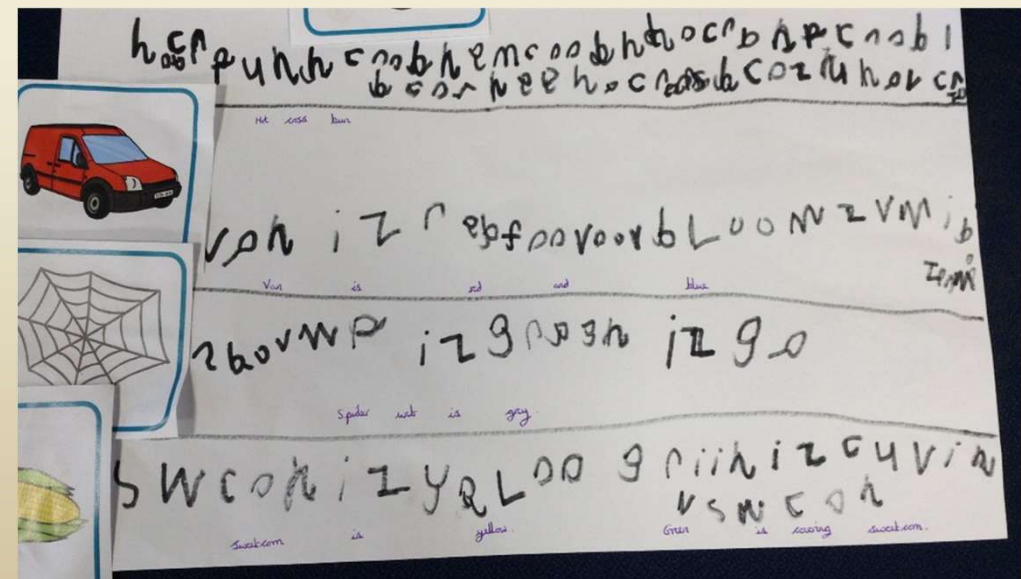
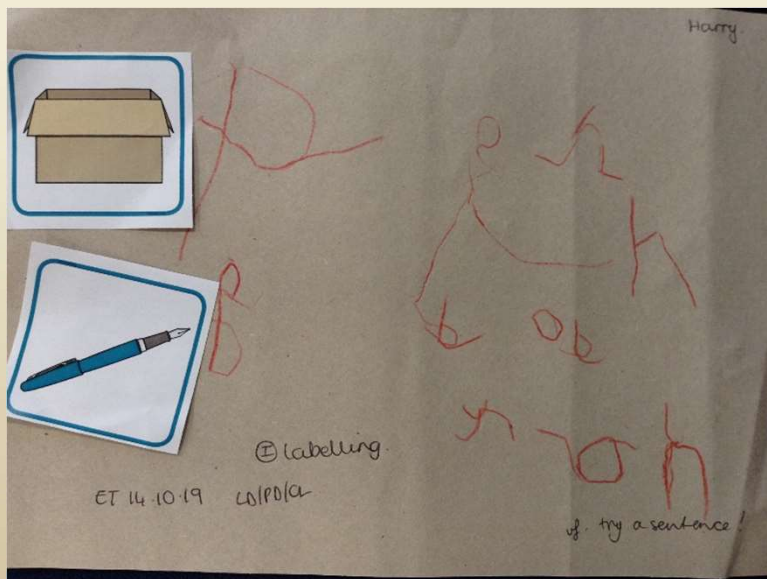
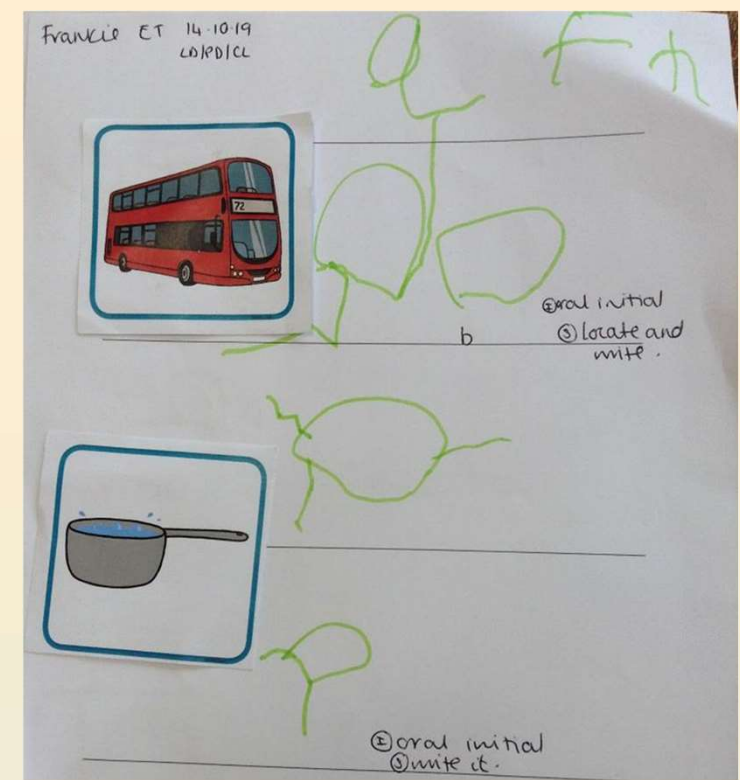
- For your child to respond to their reading.
- Their own words/pictures are very welcome!
- To practise/consolidate what we are learning in class



Writing

By the end of Reception, the expectation is that the children can:

- Sit correctly at a table, holding pencil comfortably
- 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



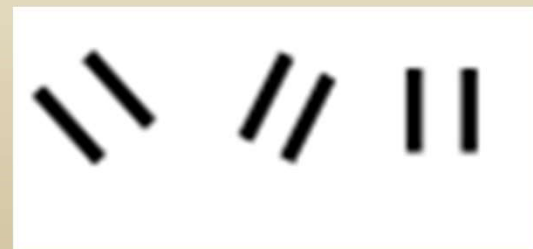
Handwriting



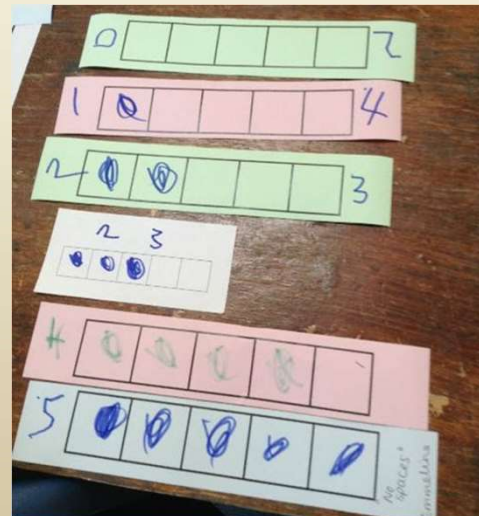
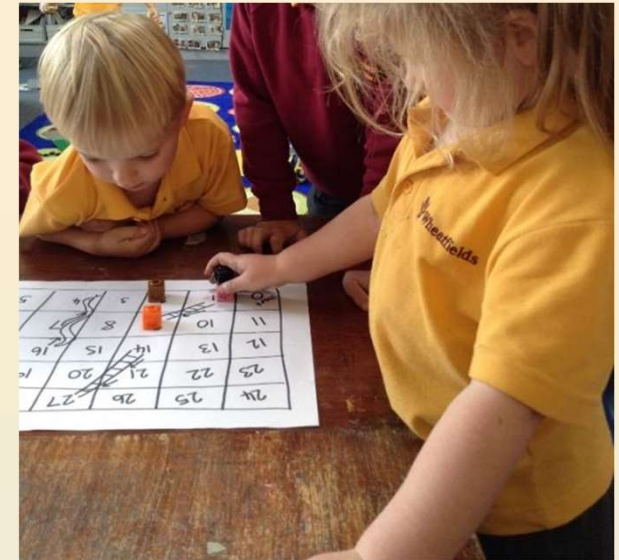
Turning a squiggle into a letter

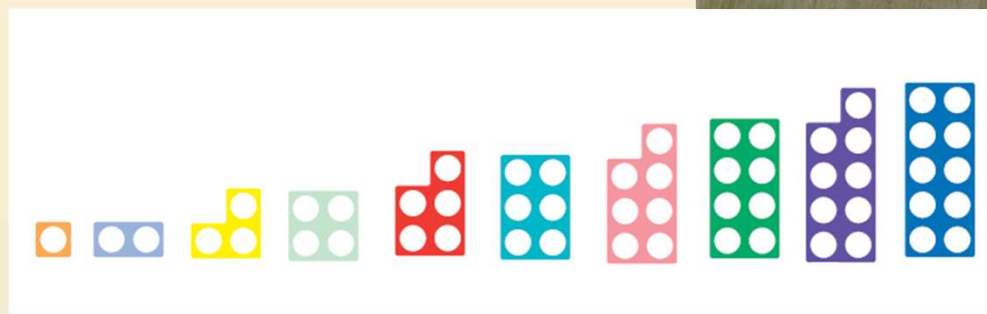
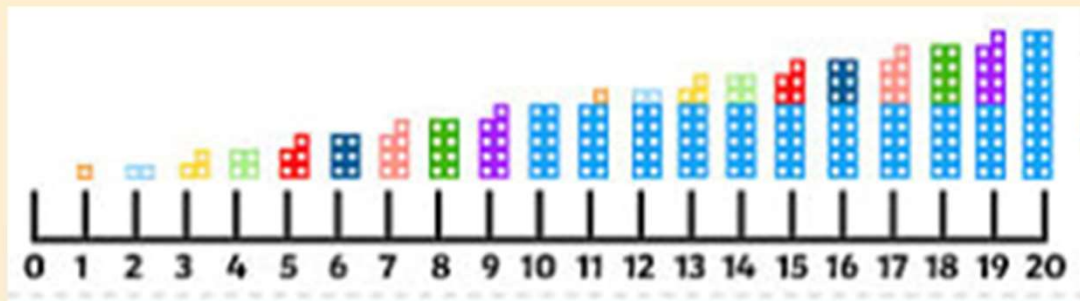
Gross motor movements to fine motor

Pinch and flick

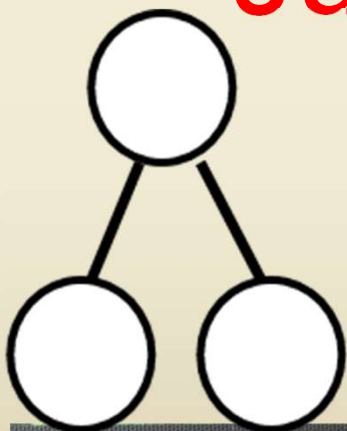


Maths: developing number fluency





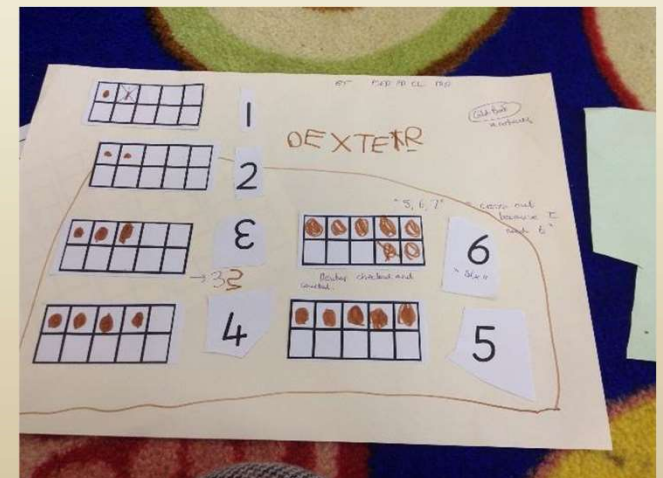
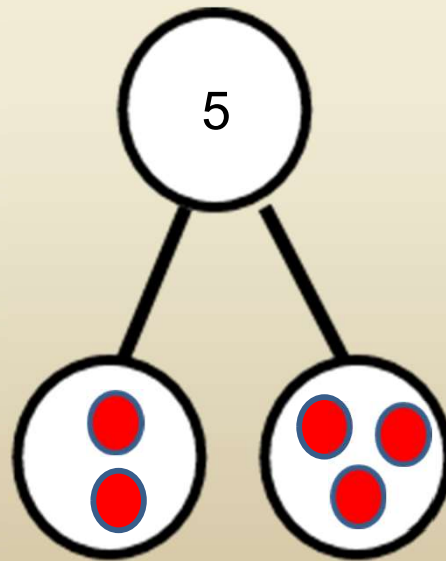
Just a small selection of
resources..



Number and Number Recognition

By the end of Reception, the expectation is that the children can:

- Demonstrate 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
- 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



Shape, Space and Measure

By the end of Reception, the expectation is that the children can:

- Use everyday language to talk about size, length, weight, capacity, position (in front, behind, under, next to etc.), distance, time and money to compare quantities and objects and to solve problems.
- Recognise, create and describe patterns. They explore characteristics of everyday objects and 2d and 3d shapes and use mathematical language to describe them; recognising 2d shapes within 3d shapes and combine shapes to make new ones. They select, rotate and manipulate shapes to develop spatial reasoning.



Understanding the World

Past and Present

By the end of Reception, the expectation is that the children can:

- 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
- Compare and contrast through settings, character, images and events encountered in books read in class and storytelling

People, Culture and Communities

By the end of Reception, the expectation is that the children can:

- 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

By the end of Reception, the expectation is that the children can:

- 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

Understanding the World

Planting and growing- observing changes

Seasonal changes

Family traditions and celebrations

Science investigations

Learning about the world and environment around us

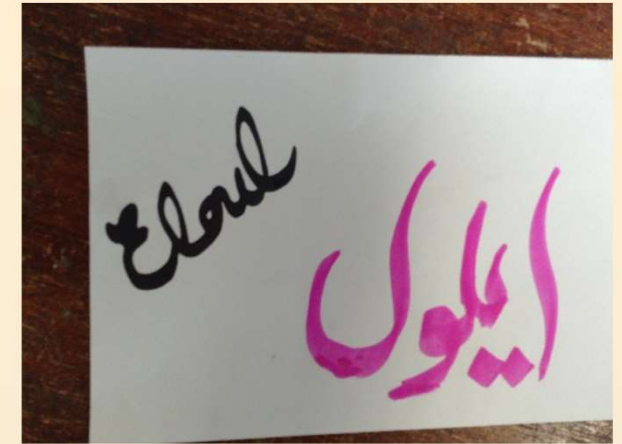
Observing changes over time

Healthy food and diet

How Information Technology works

Finding out about places of worship

Looking at old and new objects





Forest School



EAD – Expressive Art and Design

Creating with Materials

By the end of Reception, the expectation is that the children can:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour (experimenting with light and shade using specific terminology- light, shade, dark, tone)
- Design (plan with an intended outcome) Texture
- form and function (create something for a purpose)
- 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

By the end of Reception, the expectation is that the children can:

- invent, adapt and recount narratives and stories with peers and their teacher using 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



Finding out about your child's progress

- Tapestry – online learning journal
- parent consultations
- written reports
- weekly emails



Do you need to talk to your class teacher?

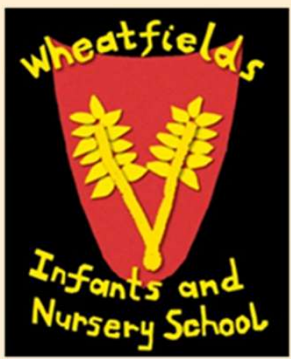
Please talk to us on the door or email us!

Is it URGENT?!

Please call the school office and they will get a message to us!

Supporting your Child

- Talking to your child and explaining the meaning of new words.
- Reading stories or making up stories together.
- Reading rhyming stories and nursery rhymes and having fun with them – let your child complete the rhyme or change it!
- Playing i-spy, rhyming games, alliteration games.
- Playing games linked to numbers and sounds e.g. number pairs, sound hunt around the house.
- Singing songs: nursery rhymes, number songs e.g. 5 little speckled frogs.
- Support with pencil control and making sure your child sees you writing.
- Encourage them to practise writing their name.
- Ask open ended questions, giving your child time to think before they respond.
- Home Learning Books: communicating with class teacher about when you read with your child and how you feel they got on. This book is also for your child to use to respond to their reading or another story from home alongside practising sounds and number work based on our learning in school.
- Praise for effort and having a go.
- Show yourself making mistakes! We want your child to keep on trying!
- Give your child every opportunity to be independent in dressing/undressing, including ensuring they can do their own coat up and put their shoes on.



Upcoming dates

Tuesday 22nd & Wednesday 23rd – Parent Consultations

Tuesday 6th October 6-7pm – Phonics meeting

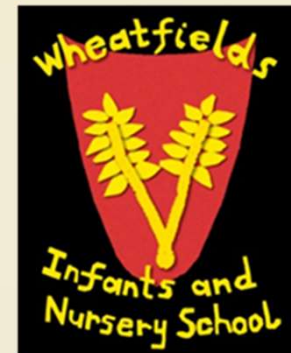
Sunday 8th November – Fireworks Night

Thursday 10th December 9.15-9.45am - Reception Nativity

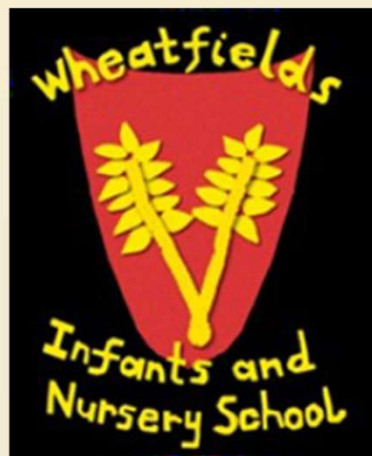
A final plea!!

At Wheatfields Infants' and Nursery School
we really value parent support and welcome
parent volunteers...

Can you help?



Thank you for coming!



"love learning"

Q & As